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ABSTRACT

Vanderbilt University (Tennessee) developed the Diversity Opportunity Tool (DOT), a computer-based interactive videodisk product designed to deal with two major sources of tension and conflict among persons of different racial and ethnic groups: inappropriate behaviors that derive from ignorance and ineptitude and behaviors that are racist in origin and manifest because it is not clear what the university culture will tolerate. DOT is used both to change the behaviors of users and to demonstrate institutional norms of acceptance of racial and ethnic differences among members of the academic community. DOT illustrates authentic stories that show racial discrimination and responses to them that lend themselves to conflict resolution. This report focuses on the process by which DOT was developed, disseminated, and evaluated. Students in a course associated with the project worked to develop the videodisk, which was pilot tested with about 50 freshmen. Following an introduction, the second section of this report presents information on the conduct and content of that course. The third section focuses on efforts to disseminate DOT, and the fourth section deals with the evaluation of DOT at Vanderbilt and other campuses. The fifth and final section presents a summary of lessons learned and recommendations for future research and development. Because of problems with data collection, the planned evaluation did not demonstrate the effectiveness of DOT empirically, but it laid the foundation for further research. Seven appendixes contain materials for the course, the research study, and an outline of the evaluation effort. (Contains 7 appendices.) (SLD)

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ED 417 252

DIVERSITY OPPORTUNITY TOOL (DOT)

FINAL REPORT

FIPSE GRANT NUMBER P116B11500

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TABLE OF CONTENTS

Introduction 1

DOT's goals 2
Report content 3
Developing DOT 3

Overview 3
The Race Relations Course Development 6
Course Goals and Objectives 7
Diverse perspectives in the classroom 7
Developing a safe environment 7
Course Implementation 8
Feedback About the Course 11
Suggestions for Assuring Successful Course Implementation 12
Quizzes, essays, and journals 12
Class discussion 13
Class and reading guides 13
Vignettes and final papers 14
Developing the Product 14
Story Development 14
Filming, Editing and Videodisk Development 15
Technical Aspects of the Computer-Videodisk Interface 17
Navigating Through DOT 18
Summary 19

DOT Dissemination 20
Conference Presentations 20
Responses to Campus Inquiries 21
Dissemination at Vanderbilt 22
Summary 24

DOT Evaluation 24

The Questions and Hypotheses 24

Conclusion 28

INTRODUCTION

At Vanderbilt University, and at most campuses, there are faculty, students and staff who are responsive to the call to embrace the campus racial and ethnic diversity. They express a willingness to do something when they encounter malicious or unknowing acts of racial and ethnic insensitivity or intolerance. Yet, they may discount particular incidents as unintentional or insignificant and they often don't know *what* to do that would make a difference. This lack of knowledge and personal confidence undermines their willingness to change their own behavior or to undertake efforts to help others change their behavior.

With funding from the University and FIPSE, Vanderbilt developed the Diversity Opportunity Tool (DOT) a computer-based, interactive videodisk product designed to deal with two major sources of tension and conflict among persons of different racial and ethnic groups: (1) inappropriate behaviors that derive from ignorance and ineptitude; and (2) behaviors that are racist in origin and are manifest because it is not clear what behaviors the culture of the institution will sanction.

It is obvious that DOT will not, in itself, have much impact on prejudice that reflects deeply held beliefs. However, there is reason to believe that such racism is a decreasingly small part of the conflict and unease among different races (Jaynes and Williams, 1989; Katz, 1988). Moreover, DOT's intent is to further isolate such bigotry and mitigate its effects on the campus racial climate.

It is believed that DOT has an effect at two levels on campuses where DOT is used as a part of the campuses' overall strategy to address racial discrimination. It is being used to change the behavior of individuals, and it is being used to manifest institutional norms of acceptance of racial and ethnic differences among the members of the campus community. Obviously, the first outcome will contribute to the second and the second reinforces the effects of the first. Although initial evaluation yielded insufficient data to demonstrate these effects at statistically significant levels, there is

sufficient evidence to suggest that further development and study of DOT as an effective strategy to combat race-based discrimination would be fruitful. This is explored in some depth later in this report.

DOT's goals. As noted, DOT is directed toward people who are mindful--or, at least, responsive to admonition that they should be mindful--of the benefits provided by a learning environment that includes and is responsive to persons from racially and ethnically diverse backgrounds. DOT's immediate goal is to supply these persons with the awareness and skills they need to deal directly and individually with behavior that reflects racial and ethnic intolerance. This is done by providing these individuals with a realistic way of recognizing and assessing subtle and overt acts of intolerance, the acts' potential impact on their target, the consequences of inappropriate or inadequate responses to the acts, and practical means of responding to the acts. The hypothesis is that this sensitivity, knowledge and competence would improve the learner's behavior and, very importantly, give the individual the confidence to assume the role of teacher and advocate.

As more students, faculty and staff learn new and better ways of relating to persons of different racial and ethnic backgrounds, the cumulative impact on the campus climate will grow. But the potential of DOT transcends its effects on the individual participants. DOT is intended to motivate participants to actively engage others whose behavior is insensitive and intolerant, and to do so with skills that avoid the defensive and counterproductive reactions that often result from accusations or blame. Unchallenged acts that undermine group relations, of course, undermine efforts to develop a sense of community, but the character of the challenges has a significant influence on their effectiveness. With the assistance of students in the for-credit course offering (Human Resources 2690), authentic stories were developed that demonstrated racial discrimination and responses to them that are productive and lend themselves to conflict resolution.

Report content. The remainder of this report focuses on the process by which DOT was developed, disseminated, and evaluated. The next section focuses on DOT's development, including the work of students who participated in a course associated with the project, story development, filming, and refining the interface between vignettes and support data. This section also provides more detailed information about the conduct of the course, including an outline of its goals and objectives, the course syllabus, and recommendations for course improvement.

The third section of the report focuses on our efforts to disseminate DOT once it was completed. The *Facilitator's Manual for the Diversity Opportunity Tool* has only recently been completed to assist those who wish to use DOT as part of their courses, freshman orientation programs, and resident advisor, faculty and/or staff training. It is briefly discussed in this third section of the report. Those who have DOT in use on their campuses will receive the Manual under a separate mailing. All future recipients of DOT will receive the Manual as part of the videodisk product.

The fourth section of the report deals with our evaluation of DOT at Vanderbilt and at other campuses. The fifth and final section provides a brief summary of the lessons learned and recommendations for future research and development. Feedback, observations, and suggestions for improvements to each component of the project from course participants, evaluation subjects, and project staff are given throughout this report where it seems appropriate to do so.

DEVELOPING DOT

Overview

The process by which DOT was developed was itself an important tool for facilitating learning about how to deal with intolerance and decrease the barriers to learning from the opportunities diversity provides. Before the details of the

development process are laid out, however, it may be helpful to provide the general time frame of overall DOT development and the project benchmarks.

Since project funding began in September 1991 and throughout product development, graduate research assistants had culled the literature for relevant information related to race relations in higher education. The project principal investigators (PIs) conducted a class on race relations in the 1992 spring semester where students were involved in story development as well as literature review. Over the summer of 1992, all project staff worked with the materials generated from the class and additional information to develop the two stories that eventually became DOT. The scripts were then reviewed by on- and off-campus experts[1]. During the 1992 fall semester the stories were filmed and the information cards were developed. Early in the 1993 spring semester the film was edited according to the original scripts and a preliminary master video tape was created, a practice videodisk was pressed from the preliminary master, and the research information cards were sequenced with the story line.

Once the research information cards were sequenced with the practice videodisk, we were able to create the master tape which included the computer interface coding; from the master, 100 videodisk copies were made. While the final videodisks were being pressed, we piloted our progress on DOT with a small number of Vanderbilt resident advisors and about 50 freshmen volunteers in groups of 4 - 10. The student volunteers were among 1200 freshmen who had participated in a mandatory diversity program which consisted of a series of live skits dealing with a variety of diversity issues. These pilot activities lasted throughout the spring semester. In addition, the FIPSE program officer[2], visited campus and previewed DOT.

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[1] These included Dr. Jacqueline Fleming, author of Blacks in College (1986) and Dr. Howard Ehrlich of the National Institute Against Prejudice and Violence. Input was also obtained from the director of Vanderbilt's Bishop Joseph Johnson Black Cultural Center.

[2] At that time, the officer was Dr. Eulalia Cobb.

The remainder of the summer of 1993 and the early 1993 fall semester was spent refining the computer background cards and better sequencing the research information cards with the videodisk interface, based on the feedback from freshmen and other volunteer reviewers. All of these pieces were brought together into a final multi-media computer product consisting of 2 - 4 floppy diskettes and a videodisk late in the fall 1993 semester.

The development and production of DOT can be divided into two categories with a set of strategies associated with each. The first set of strategies focused on the technical aspects of developing the interactive videodisk and its computer interface. We worked in collaboration with Vanderbilt's Learning Technology Center (LTC) to address these technical aspects. The second set of strategies focused on developing the database of research that accompanies the videodisk vignettes and supports the lessons being demonstrated in them.

One goal of this project was to produce an accessible product to provide a relevant and useful conceptual model for other campuses to produce their own stories and campus specific products. Thus, much of the effort of the project PIs was directed toward creating a process for DOT development through a for-credit course. The technical aspects of development require that campuses work with a technical support team to develop the computer coding (*Hypercard or Supercard* scripts) to interface with the vignettes portrayed in the videodisk. Thus, the report focuses more directly on the conceptual aspects of DOT's development and less on the technical aspects of development.

The strategies employed for DOT's conceptual development focused on the production of authentic stories that would demonstrate the pain and consequences of discrimination (appealing to the users' sense of social justice) and the rewards of addressing an incident when it occurs (appealing to the users' self-interest). It also focused on providing information that: 1) provides possible explanations for the

inappropriate actions depicted in the stories; 2) shows that a number of options exist to respond to the incident (negative and positive); and 3) supports the appropriate action. Several activities were undertaken to address this part of DOT's development. However, this section will provide details for only the most intensive parts of process--the course on race relations offered by the project PIs, the product content review process (including the script development, filming, editing and refining) and the pilot of the initial computer and videodisk interface. These are deemed most useful to others who wish to replicate the process.

The Race Relations Course Development

Students were involved in the process of developing DOT through a three credit seminar on effective race relations strategies. The literature that was uncovered from the review from September to December 1991 was used as part of the course reading materials--Human Resources 2690: Race Relations in America. In the class, students also located and read relevant research and popular press articles, and assisted in the survey of other students regarding their interracial interaction. They reconstructed actual campus incidents that they either personally experienced, or learned of from their review of the literature and/or from the survey of other students. Students also developed scripts and background material designed to allow the perpetrator to become more sensitive to the offended person(s), and help the offended person to gain a better understanding of the nature of the intolerant act.

The course and its development is outlined in the following pages and includes the syllabus, reading lists, teaching notes and exercises. The course goal was to help students learn effective interracial communication skills (i.e., have an influence on individual students), as well as to have a model for use by other campuses (i.e., have a positive influence on other campuses).

Course Goals and Objectives

We sought to accomplish several goals in the course in addition to developing stories for use in the interactive videodisk product. These goals included:

1. increasing students' understanding of the causes and effects of racially motivated discriminatory behavior;
2. increasing students' ability to recognize racially motivated discriminatory behavior;
3. increasing students' willingness to confront racially motivated discriminatory behavior;
4. increasing students' skills in productive conflict resolution regarding race discrimination; and
5. improving students' interracial communication skills.

A variety of means were used to achieve these goals. It was important to the success of the overall student learning process for two things to occur: 1) to have a diverse set of perspectives represented in the class (i.e., the class should be made up of students from different racial and ethnic backgrounds); and 2) to develop a safe environment for students to openly and honestly discuss their feelings on race relations and interracial interaction.

Diverse perspectives in the classroom. Students need to learn the effects of racial discrimination from one another as well as from the literature. Such concepts are difficult to instill in students without some dialogue which reveals personal experience and consequences. On campuses where there are critical masses of various racial and ethnic groups, a diverse group of students probably will self-select naturally into such a course. On predominately white campuses, faculty may need to *market* the course to attract a diverse group of students. Appendix ** provides an example of one strategy used in this project--a memo to faculty/staff who advise ethnic and majority student organizations. Another strategy is to cross-list the course in other departments within the University such as Sociology, Ethnic Studies, African American Studies, etc.

Developing a safe environment. It is important to set ground rules for discussion, positive/negative feedback, taking ownership of feelings, respect for the

opinions of others, and most importantly, commitment to keeping sensitive information revealed in the class among the members of the class only. Then, once the ground rules are set, they must be enforced equitably. Having students share their expectations of the course and personal experience with interracial interaction early on helps establish a group cohesion that will support the ground rules laid out.

Two other aspects of the course development were found to be especially helpful in the overall success of the course. The first is to have more than one facilitator and having facilitators/faculty of different racial/ethnic backgrounds. The interracial interaction between the facilitators serves as a model for the students and straightens the lessons being taught. Thus, it is important that the interaction be of the type one wants the students to develop. Facilitators should take care to not inadvertently place either person in a subservient role, and if it is a mixed gender team, that both persons serve equally in the higher status role. If an interracial team of facilitators is not possible, one should work to have guest speakers who represent a different racial/ethnic group from the facilitator.

The second aspect was the time allotted to class time. The typical class period is broken up into 50 minute segments. Given the sensitive nature of the material being covered and the time it takes most people to become comfortable in interracial dialogue, it was helpful to hold the class in a solid 140 minute block of time with two 10 minute breaks. This enabled students to delve deeply into unfamiliar theoretical material as well as unfamiliar feelings and anxieties. And, although the sessions were draining, it was hard to imagine how many difficult situations arose that could have been handled in a 50 minute time slot. At the very least, the course should be held on the Tuesday/Thursday schedule so that a full 75 minutes can be devoted to in-depth personal and literature exploration.

Course Implementation

Through readings and class discussions, students explored the historical perspectives on Black/White relations and conflict in the United States, the social and psychological perspectives on "in" and "out" group relations and conflict, and the legal and policy perspectives that have been implemented to combat racial discrimination in America. These explorations were designed to sensitize the students to the issues that they would be addressing and to provide a context for understanding the reasons for the current state of race relations in this country.

As previously mentioned, graduate assistants culled the literature for relevant information throughout the course . Students were given leads to the literature based on the citations uncovered by the graduate assistants. They were made responsible for reading and analyzing the articles identified in the searches. Examples of the bibliographies developed are provided as appendix **.

Another important learning objective was for the students to recognize and distinguish racially motivated discriminatory behavior. We sought to address this by having students conduct an in-depth examination of overt and subtle forms of racially motivated, discriminatory behavior. Although the readings discussed above helped to provide a context for understanding, a thorough examination of the acts themselves was necessary to help students develop strategies to address them. Thus, they had to learn the difference between the specific elements of intentional discriminatory behavior, as opposed to discrimination that is a result of ignorance, and examine their own experience with such behavior.

The exploration of overt and subtle acts of discrimination led the students to understand the reasons others do and do not address discriminatory behavior, explore their own experiences as witnesses or perpetrators of discriminatory behavior, and to learn the consequences of responding or not responding when discriminatory behavior occurs. Students examined and practiced confronting discriminatory behavior through role play. In addition, students engaged in extended direct interracial communication

about race relations with someone of a different race than their own on at least three occasions and analyzed and wrote reports on their interactions. Many of the interracial communications practiced were videotaped and analyzed by the class and formed the basis for developing the vignettes that were to become the final DOT.

These means proved fruitful in the development of vignettes for the final DOT product. Although only one of the vignettes developed by the students eventually became a part of the final product in its entity (the Jessica vignette), five separate vignettes were filmed as part of the course. The other four were rejected for use for a variety of reasons, however the concepts embodied in two of the four were incorporated into the second vignette of the final DOT product. Also, a concept that was developed in another of the student's vignette was incorporated into the Jessica vignette.

The table below summarizes the program goals and the means used to obtain them.

Matrix of Goals and Means for HR 2690 Race Relations in America

Goals	*Means of Obtaining the Goals*				
	Readings	Exercises	Research Synthesis Topics	Projects	Evaluate Students Knowledge
Understanding Racism	Allport, pp. 1-80 Fuchs, pp. 1-105 Comer, 14-15	Gavish's computer program	Group Dynamics	Collect relevant data for scenarios	Quiz #1
Consequences of Ignorance--Significance of understanding	Fuchs pp. 149-189 and 359-404 Articles[3] on campus racism Fordham pp. 232 -262	Role play acts of discrimination	Interpersonal relations Communication	REP/Class sponsored race relation forum	Quiz #1
Addressing racism	Fuchs pp. 190-205 and 458-470 SREB Publication [4]	Role play acts of discrimination	Conflict resolution Behavior modification	Design a questionnaire for data collection Develop scripts	Quiz #2
Evaluating the various ways to promote behavior change	Ziegler and Hazeur, pp. 31-36, VU Materials[5]; Bobo and Schuman, pp. 43-70	Speaker on communications	Cognition and technology learning	REP/Class sponsored race relations forum	Vignettes

[3] *Wolfman, B. R. 1990. College leaders must act firmly to end racial resegregation on their campuses. Chronicle of Higher Education. 37:2 pp. B2 and B3. *Jones, D. J. The college campus as a microcosm of U.S. Society: The issue of racially motivated violence. The Urban League Review, 13:1-2, Sum-Win 1989-90. *Ziegler, D. and C. Hazeur. 1989. Challenging Racism on Campus. The NEA Higher Education Journal. 5:2, pp. 31-36.

[4] Abraham, A. A. 1990. Racial Issues on Campus: How Students View Them. Southern Regional Education Board (SREB), Atlanta, GA.

[5] *Report of the University Committee on Diversity, April 1991. *Campbell, K., A. Clayton-Pedersen, and D. Cornfield. 1991. Diversity and Integration: Can Either Exist Without the Other. Vanderbilt University, Nashville, TN.

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Matrix of Goals and Means for HR 2690 Race Relations in America (cont.)					
	Means of Obtaining the Goals				
Integrating the knowledge	Popular press articles[6]	View UT-Knoxville Tape; Jasper Woodbury U of Miami-OH	Student presentations of research synthesis	Bibliography and Resources on topic area	Final Exam

As part of their final project, students were to link their stories to the literature. The project team anticipated using some of these papers in the development of the research information cards, but few of their papers were useful for this purpose. Thus, the database of information resulted more from staff's effort than from production by the students in the course.

The course outline provided in appendix ** is given as a guide to professors who may want to develop and use multimedia products to address other sensitive issues (e.g., sexual harassment, anti-semitism), other venues (e.g., corporate and production environments), or challenges of a completely different character. The next section presents feedback, observations and other issues that may require attention if one seeks to replicate this class.

Feedback About the Course

Midway through the semester, an interim course evaluation was conducted. The students were asked to answer five questions about the class anonymously. The themes which emerged from this survey are included here to illustrate both the problems and the successes of the course.

The students identified the following four areas as the best parts of the class: 1) general discussions about real life problems, concerns, and experiences, and personal beliefs; 2) small group discussions and small group interaction and work, especially on the vignettes; 3) the application of the readings to everyday problems, especially

[6] *Buckley, J. Mt. Airy Philadelphia. U.S. News and World Report, July 22, 1991 pgs. 22-28. *Alter, J., K. Brailsford, and K. Springen. Black and white in America. Newsweek, March 7, 1988 pgs. 18-43. *Comer, J. Are our children less prejudiced today? Parade Magazine, December 2, 1984. *Whitaker, M., et al., The politics of race. Newsweek, May 6, 1991.

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Allport; and 4) the diversity of students with whom they could discuss and address racial problems. Clearly, the students preferred smaller, more intimate groups and the "open atmosphere" of the class, as one student wrote.

The problems identified were essentially the flip side of the positive aspects of the class. These problems included: 1) large group discussions were viewed as intimidating, and sometimes the students felt tension and fear due to the nature of the topic at hand; 2) students felt that they needed more in-class discussion of the readings and other out-of-class work; 3) there was a feeling that the class needed a clearer focus overall and in each day's class work; 4) the class was perceived as inflexible due to the commitment to the goals of the FIPSE grant; and 5) there was not enough in-class preparation for the quizzes, particularly the first quiz.

The students were asked to suggest ways in which the class could be improved. The ideas they offered included: 1) to review the readings and major concepts each day in class; 2) to increase small group work while decreasing large group discussion in order to promote more personal discussion and comfort; 3) to allow the small groups to lead the large class discussions and to make more presentations to the whole class; 4) to increase the amount of "hands-on" work such as role-playing and vignette work; 5) to increase the interaction between the students and the professors outside of class to facilitate the development of the vignettes; 6) to have fewer lectures and more outside guests; and 7) to clarify the class goals and expectations.

Clearly, the students preferred and benefited from the tasks they accomplished in small groups, whether their assignment was to discuss the readings, work on the vignettes, or give a presentation to the whole class. Also, relating the readings to real life was important to the students; they wanted to better understand the link between theory and the realities of every day college life.

Suggestions for Assuring Successful Course Implementation

Quizzes, essays, and journals. The quizzes need to be placed strategically over the reading materials and class discussions so the students will not be overwhelmed by any one test and will be able to apply in a focused manner the reading materials upon the problems at hand. That is, students should have multiple opportunities and vehicles to perform and demonstrate their competence development (cite **). Students should keep a journal of the incidents observed so their level of awareness can be tracked over the term.

It is also recommended to have class discussions focused on the readings and their applications. Some lectures by the professor(s) may be helpful, but discussion will ensure that students are "getting it" and are able to apply what they have learned. Class discussions are best if the group is broken down into smaller groups. Weekly journals and periodic essays on an assigned topic requiring the use of the readings will facilitate out-of-class reflection on the topics.

Some of the essays are reports and reflections on students' interviews of non-class members about race relations and racial issues. Facilitators should provide adequate direction about kinds of questions that can/should be asked to maximize the results of the survey of students on campus not participating in the course.

Class discussion. Small group meetings in class are effective in the development of the vignettes as well as in the application of the readings to the topics at hand. Also, breaking the students into smaller discussion groups each week facilitates the application of readings to the topic at hand and lays foundations for future small group work on the vignettes.

Class and reading guides. Providing weekly in-class guides will keep each class meeting on task and will remind students of upcoming assignments, papers due, and quizzes. Hand out these guides at the beginning of each class,

especially during the beginning of the semester. An agenda on paper (or even on the board) will help keep the students focused on the subject matter at hand.

Predominately white campus environments so often lack vehicles for discussion about sensitive racial issues that once the open atmosphere is established, students will want to devote class discussion on personal observations and reflections. Although this affords students an opportunity to better understand their feelings about racism, it will not accomplish the goal of linking race relations research to their past experiences and to developing new practices. However, rather than restrict students' discussion of personal experiences--from which much can be learned--students should be challenged to relate their personal experiences to the assigned readings as the opportunity is presented.

While personal reflection should be actively encouraged, shifting students from mere personal reflection to reflection with the goal of problem solving is important if the course is to maintain academic integrity. Also, hand out (or put on the board) guidelines for readings--questions and issues to keep in mind while reading. An example of such a guide is given as appendix **.

Vignettes and final papers. After the students work together for a few weeks to develop their vignettes, facilitators should meet often with each group to discuss their progress. Rough drafts of the paper should be due no later than two weeks before the final paper is due in order to provide time for the students to meet with facilitator(s) to clarify expectations of the final product. Students without sufficient direction often reduce the course requirements to their personal experience with race issues. They must be challenged to move beyond this narrow focus to examine the broader implications for these actions in racially diverse communities, organizations, and nations.

Developing the Product

Story Development

The summer of 1992 was spent developing a new script (the Brian vignette) and refining the vignette developed in the course (the Jessica vignette). Hereafter, the vignettes are referred to by the name of the main characters *Brian* and *Jessica*. In the Brian vignette, the main character is an African American male working with a group of students on a class project. This vignette addresses a number of issues related to minority admissions, financial aid, student-to student-interaction, and faculty and other students' responsibility for addressing discriminatory behavior among student task groups. Both vignettes were developed based on the stories gathered by the project PIs, stories developed in the course, and stories from the literature. The Brian vignette was developed more directly from these sources, while the Jessica vignette remained more in tact from when it was created during the course by the students.

As mentioned, information was derived from common incidents acted out by students from the course. For example, one group developed a story around the use of a racial epithet and responses to it by a group of fraternity brothers. A racial epithet was used by one of the characters in the Brian vignette to validate that the behavior of the character toward Brian was intentionally malicious rather than some more benign intention. The Brian vignette is an example of a form of overt discriminatory behavior, while the Jessica vignette is an example of a more subtle form of discrimination.

The main character in the Jessica vignette is a Caucasian female and primarily focuses on the issue of single-race tables of students in the cafeteria on predominately white campuses, but secondarily focuses on interracial dating. These stories were chosen because they reflect common incidents that many learners could relate to and empathize with the targets of discrimination.

Filming, Editing and Videodisk Development

A senior student was identified through the Vanderbilt University Theater who might be interested in directing the filming of DOT. After an initial conversation and a review of the scripts, he agreed to direct the filming for a very small fee (less than $500.00). Not only did this relationship prove to be fruitful because of the director's interest, but his very modest fee actually made the quality production possible . The director identified and recruited the student actors, scheduled and directed rehearsals, and directed the filming over two weekends in the 1992 fall semester. The project staff arranged for the location shoots in different parts of the campus. Vanderbilt Video Productions, a campus student organization, did the actual filming using a brand new, television studio quality video camera. While the cost of production was actually below minimum (i.e., camera persons were not paid and we paid below cost for equipment rental), the quality of the direction and filming were superior relative to the cost--judged to have been well above average. However, it should be recognized that professional quality directing, acting and filming would probably have created a much higher quality video.

Although some student users of DOT have criticized the acting, most recognize that DOT was a student production and not a professional one. By and large, criticism about these aspects has been minimal. Higher education professionals who view DOT rarely comment on the quality of the student actors. Many even are surprised at the criticism of some students.

Once all filming was complete, the video tapes were turned over to a doctoral graduate assistants (GA) who was familiar with editing techniques from previous work with public access television. The GA worked with personnel in the Learning Technology Center to edit the tape---sequencing the tape to the story in the original scripts. After several weeks the tape was sent to the 3M Company to press the practice videodisk called a *scratch disk*. Like the final videodisk, the scratch disk has a numeric

coding that enables a computer programmer to queue the computer to the numbers of the videodisk for the interactive interface.

Feedback from the student volunteers and the resident advisors indicated that the product would be enhanced if the text research information cards were spoken, or if a person could appear on the video monitor verbalizing what was in the text. Unfortunately, additional video footage could not be shot. However, additional space was available on the videodisk to add voice-over for one of the vignettes. Given that the Jessica vignette was textually richer than the Brian vignette, it was decided that the text cards would be accompanied by voice-over. Two radio disc jockeys were hired to read the cards and the audio was put on the master for pressing the final videodisk. Also, a music major was hired to develop the musical score. The score was used in a variety of scenes throughout both vignettes.

Technical Aspects of the Computer-Videodisk Interface

As previously mentioned, DOT consists of a set of computer floppy diskettes and a one-sided videodisk (60 minutes of video and audio voice-over). The computer diskettes were developed using the *SuperCard* application which incorporates the application as part of the final computer diskette product, thus eliminating the need for the user to purchase the application separately. *SuperCard* is similar to the popular computer application called *HyperCard*, but was deemed to be more effective for use with video and graphics at the time of development. The program provides the prompts for the interface between the computer and the videodisk player. This enables the user to click on *buttons* that appear on the computer screen to start the video sequences and move into the *stack* to get more information. This requires an intricate script to be developed on the computer diskettes which codes where on the videodisk the player should be queued to get the appropriate scene. This action is similar to a music CD which has several tracks where each track begins a new song. There is an

encoding process that enables the disk player to pinpoint the spot on the CD to start at the beginning of the song rather than in the middle or at the end. This queuing process is called scripting. The scripting for DOT was completed by using the *SuperCard* application and the practice videodisk.

In addition to the interface between the computer and the videodisk player, the computer programmer designed the screens and the methods by which users seamlessly navigate between the computer and the videodisk. For example, on the third screen of DOT, the user is given a choice between viewing the Brian or the Jessica vignette. The two pictures, the text, and the color background all had to be created and brought together to give the appearance of being a simple act of clicking on one of the pictures to start using the product.

Providing extensive detail about the scripting and the design processes used to develop DOT is not particularly useful here. However, it is mentioned to help the reader understand the elements of the refining process that occurred during the later stages of development until the release of the product.

DOT was developed in the Macintosh platform initially. It took nearly nine months to then develop DOT in the DOS platform. This was not a simple matter of translating the MAC scripts into DOS scripts, a whole new computer application called ToolBox was used for its development. Having DOT in both platforms makes it much more accessible.

Navigating Through DOT

Two elements of the technical aspects of DOT *are* worth noting; first is the on-line help system. From any screen in DOT, a user can set assistance in navigating through the program. There are seven information cards which explain the different components of DOT and how to use the program. All the user needs to do is click on the *Help* button at the top of the screen. Although DOT is extremely easy to operate and

for the most part self-explanatory, this help system was deemed essential for those who are completely unfamiliar with the use of computers; such users can access DOT by reading the help cards.

The second technical aspect worth noting is the *Other Options* button which can be accessed from the first choice card of DOT (i.e., where the user chooses between viewing the Brian or the Jessica vignettes). Once the user clicks on the *Other Options* button he/she has four options.

> Option One: The user clicks on the *Review Scenes* button under the picture of Brian an can review each of the screens contained in the Brian vignette.
>
> Option Two: The user clicks on the *Review Information* button under the picture of Brian and can review each of the research information cards contained in the Brian vignette.
>
> Option Three: The user clicks on the *Review Scenes* button under the picture of Jessica and can review each of the screens contained in the Jessica vignette.
>
> Option Four: The user clicks on the *Review Information button* under the picture of Jessica an can review each of the research information cards contained in the Jessica vignette.

Because the user can review the scenes and the research information as frequently as he or she wishes, it gives him/her an opportunity to analyze the scenes and the information in depth without having to go through the full story. This is particularly helpful when DOT is used as part of a course because it allows the facilitator to go to any particular screen in the product to use as a point of class discussion.

Summary

The beauty of DOT is that the problems to be solved (discriminatory acts) are anchored in familiar situations depicted on videodisk. As the Cognition and Technology Group at Vanderbilt (1990) point out, the videodisk medium has several advantages. First, it allows learners to develop pattern recognition skills which, in turn, facilitate recall and transfer. Second, video is "dynamic, visual and spatial." Learners can form rich mental models of problem situations. Third, videodisk technology allows random access. This last attribute encourages learners to reexamine assumptions,

compare different situations, and pursue alternative paths to understanding. Interactive video has come of age on college campuses and its importance as an educational tool seems limitless (Getz, 1990).

The development of DOT was very labor intensive, but clearly a labor of passion and commitment by its developers. Many hours were spent in making sure the product is easily accessible, contains useful and relevant information, and most importantly, contains authentic scenarios with which users could relate. This was done to provide tools to those who want to respond productively to acts of racial discrimination when they occur. The next section focuses on how the project team disseminated DOT to these potential change agents after it was completed in late fall of 1993.

DOT DISSEMINATION

Conference Presentations

DOT was first presented to the higher education community at the 6th Annual National Conference on Race & Ethnicity in American Higher Education in June 1993 in San Francisco, California. The presentation was done with the practice videodisk because work had not been completed on the computer scripting and voice-over had not been added. There were many problems in setting up and running the technology because resources were not available to take a technical support person to the conference. Some of the technical problems included: the color in the computer background cards was institutional green instead of a soft blue; it was difficult for the audience to see the research data cards because the interface was not correct; and the computer had a very slow co-processor causing a delay between the view of the computer screen and the view of the videodisk scenes. Even with all of the technical difficulties, the audience was very enthusiastic about the product and its potential. The project staff was told that it was because the stories (which were clearly viewed through the videodisk player), were very powerful.

The most recent presentation of DOT was at the American Council on Education's One Third of a Nation Biannual Conference in Kansas City, Kansas on 13 October 1995. More than 500 conference attendees have viewed DOT between the first and last presentation. A list of the conferences in which the presentation of DOT was included is given in the list below.

National Conference on Student Affairs, Washington, DC, 1994
American Educational Research Association Annual Meeting, 1994
Association of Public Policy and Management Special Diversity Conference, 1994
National Association of Student Personnel Administrators, Regional Conference, 1995

Responses to Campus Inquiries

As one might expect, inquiries about DOT and how to get it were greatest shortly after a presentation. Campuses were given information in a two step process. First contact persons were sent information about DOT and how one might get it for free or purchase it (see appendix **). Inquirers were told that in either instance, they would need to edit the research information cards in order to make one of the two vignettes (the Brian vignette) specific to their campuses (see appendix ** for the specific cards that were to be edited). If they participated in the evaluation they were to complete an institutional questionnaire and an agreement to conduct the evaluation. This is discussed in more detail in the next section--DOT Evaluation.

Campuses were told that they could receive the product free if they participated in an evaluation of DOT at their campus, or they could purchase it for $350.00. The evaluation instrument and the protocol was included in the initial mailing packet. The database indicates that ** inquiries were made between July 1993 and October 1995. However, in the past three weeks eight inquiries were generated due to someone putting information about DOT on the World Wide Web. This will prove to be fruitful venue for getting the information about this multi-media type of diversity education product to other campuses. Appendix ** provides a list of the campuses that have

received DOT free of charge, who purchased it or previewed it. There are 30 copies of DOT currently available for dissemination.

Since the product was released, the author has provided diversity training to individual campuses using DOT as the anchor. In all cases, the campuses have DOT for use on their campuses and their student affairs personnel have had training in its use. Campuses report using DOT as part of their courses on diversity and/or multicultural education.

Once a campus returned the edited cards, the project staff developed a set of computer diskettes that were tailor-made for each campus. The computer diskettes, the videodisk, a 5-page users manual, an instruction sheet for loading the software, another copy of the evaluation instrument, and a cover letter which points out the nuances of the product and the evaluation was shipped to the campus (see appendix ** for product mailing packet. This process takes about 3 - 4 working days. As previously mentioned, DOT is available in both DOS and Macintosh platforms. The instruction sheet for loading the software and users manual varies based on the platform the campus has requested.

The author continues to respond to campus inquiries about DOT. The evaluation methodology has been shown to be flawed (see *DOT Evaluation* section) and the 50 free copies that were to be disseminated as part of the grant has been surpassed. Thus, all future dissemination will be on a purchased basis. At this point, funds generated from the sale of DOT totals less than $1,800. The funds generated have been used to respond to long distance phone calls regarding DOT, for travel to present DOT at conferences, for printing and for mailing the product to campuses since grant funds were exhausted. Some of the funds have been used to purchase consulting to assist in producing the facilitators' manual. In no way has a profit been made off the sale of DOT. All funds have gone and will continue to go toward product development and dissemination. For example, the research information cards will need updating since much new research

on campus racial climate has been generated since the product was first released. These funds will be used to purchase a computer programmer's time to conduct the update.

Dissemination at Vanderbilt

For the past two years, DOT has been used as part of training for Resident Advisors (RAs) of freshmen students. Over the same period DOT has been shown to half of each entering freshman class as part of Freshman Residential Living Series. The other half of the classes participated in live skits which focused on a variety of diversity topics. Over the two year period, some 1400 Vanderbilt students have been exposed to DOT through these orientation programs. The most common use of DOT, however, has been in conjunction with a course. The PI at Vanderbilt has served as a guest lecturer in Human Resources (HR) 1000--the introductory course for the largest undergraduate major in the University (550 students); in HR 1100: Small Group Behavior; and HR 2690: Multicultural Issues. Some 400 undergraduate and graduate students have been exposed to DOT through these courses over the last two years.

DOT was used as the discussion anchor for a new Minority Mentoring program established in the 1995 fall semester. The Brian vignette was particularly salient for this group because it addresses the role of the faculty in dealing with discrimination in the group projects associated with course work.

Future uses of DOT at Vanderbilt are planned to be much more intimate than the large group formats that have been used in the past. More specifically, it is expected that undergraduate students, who have expressed a willingness to work on developing a greater sense of community at Vanderbilt, will be trained to facilitate small discussion groups. These discussion groups will be formed in the dormitories with one or two floors of students who are expected to form a cohesive group over the two semester academic year. Having trained peer facilitators in place will enhance students willingness to discuss a broad array of issues including these very sensitive racial issues

in a more comfortable environment which may encourage more open and honest dialogue. This strategy holds particular promise because of a new student-driven initiative established early in the 1996 spring semester. Appendix ** gives an indication of the thrust and intensity of this group's student leaders. As faculty advisory board member, the author has discussed this proposal with the student leaders who are excited about the possibilities these strategies provide.

Summary

The project team has successfully disseminated DOT and continues to respond to inquiries. DOT will be presented at other relevant national conferences and as this is done the Vanderbilt University News and Public Affairs Office will work to broaden the audience that is aware of DOT's availability. This Office was successful in getting national media coverage through the Chronicle of Higher Education (see appendix **: *Diversity on a Disk*) when DOT was first released. There is every reason to believe that they can continue to achieve this level of success to enhance DOT's visibility in the higher education community.

DOT EVALUATION

The Questions and Hypotheses

The evaluation sought to answer two research questions: *Does DOT have an effect on users' ability and willingness to respond to acts of racial intolerance or discrimination? Can DOT help to improve the racial climate on campuses where it is in use?* Specifically, the evaluation sought to assess DOT's ability to achieve its goals of: (a) getting those who witness acts of racial intolerance and discrimination to respond to such acts by providing them with relevant knowledge and skills; and (b) articulating the campus norms of acceptance of racial and ethnic differences. The primary focus of the evaluation was to test the following hypotheses:

H_{A1}. Students exposed to DOT will be able to identify more appropriate responses to incidents of racial discrimination than students who are not exposed to DOT.

H_{A2}. Students exposed to DOT will respond more appropriately to acts of racial discrimination when they witness them than students who are not exposed.

A secondary focus of the study was to test a third correlational hypothesis:

H_{A3}. There is a positive relationship between the extent to which students on a given campus engage in DOT and the level of positive change in the racial environment on that campus.

It was believed that the standards below would indicate DOT's effectiveness at the respective levels evaluated.

1. Students exposed to DOT will identify the most appropriate responses to incidents of racial discrimination or intolerance at a higher rate than those who are not exposed to DOT, and the rate will be statistically significant at the .05 level.

2. Students exposed to DOT will respond more appropriately to acts of racial discrimination or intolerance than students who are not exposed to DOT, and the appropriate response rate will be statistically significant at the .05 level.

3. There will be a negative relationship between the number of students who are exposed to DOT on a given campus and the number of negative interracial interactions on the campus (i.e., as the number of students using DOT increases, the number of incidents of student-to-student acts of racial discrimination and intolerance will decline).

The project staff sought to test these hypotheses by implementing a two-pronged strategy. First, the racial climate of a campus was to be assessed by their completion of the Campus Climate Survey (see appendix **). This instrument provided information about the racial make-up of the faculty, student body and staff at the institution. Campuses also were to provide information about the diversity initiatives that were either in place or planned for the future. It was believed that this information would provide evidence of the institutional commitment to improving campus racial climate. The research literature supports the notion that institutional support for improved race relations is an essential element to improving race relations (Allport, 1954; Hurtado **; and Milem, **).

One simple assessment of the institutional commitment was the completion of the Campus Climate Survey questionnaire. It should be noted that completion of the

survey depended on a variety of campus offices being involved. The extent to which the contact person was willing to engage others at his or her campus in order to receive DOT is partial indication of the institution's commitment to valuing diversity because it could be assumed that the contact person is the most motivated to improve campus race relations. In addition, editing the campus specific information cards required involvement of a different set of campus constituents. In other words, because there were many requirements involved in getting DOT, the act of acquiring it was itself an indication of institutional commitment at some level.

The second level of evaluation was a survey of the campus constituents who actually used DOT. Campuses were asked at a minimum to use DOT with a course that had at least two sections where one section could be used as the control group and the other as the treatment group. The users were to be surveyed at least two weeks prior to the DOT treatment, immediately following treatment, and three and six months following treatment. The control group was to be surveyed similarly, but of course, without the treatment.

There were several problems with both prongs of the research design, which were not uncovered until well into the project. The first had to do with institutions completing the Campus Climate Survey. Of the 394 initial inquiries about DOT, only 40 actually completed the survey to obtain the product free of charge. While it was clear that those who responded had a strong commitment, it reduced the total number of campuses that used DOT. This problem *may* have been overcome, but in addition to this, only one campus actually adhered to all parts of the evaluation's time series, pre-post-test design. Three other campuses did the pre test and two of the three post-tests, but their sample sizes were too small to yield useful information institutional information.

The manner in which DOT was implemented at Vanderbilt did not lend itself to good follow-up with students. That is, they were not a contained group for a sustained

period of time like the students in a course. Even using a smaller random sample of the students in the DOT treatment and the live skits yielded less than a 10 % return rate on the second post-test. Again, full data sets were too small for effective data analysis. Thus, it was easy to empathize with the other campuses problems in collecting these data. Even after collapsing the data from the one campus that followed the evaluation instructions fully with the other data sets, the sample did not yield sufficient changes in users' responses to inform the research question, or to adequately test the hypotheses.

Another problem with the research was the instruments used to measure the users' ability to recognize subtle forms of discriminatory behavior and their ability to indicate the appropriate response to the acts. In very high numbers, the treatment and control groups were equally able to correctly identify the appropriate or the near appropriate response to discriminatory acts during the pre-test. Thus, if they responded appropriately or near appropriately during the pre-test, there could be little or no measurable change in the post-test. Most of the analyses conducted revealed no statistically significant difference in knowledge gain for the treatment group, nor a difference between the treatment and control groups.

Although a comparison between the treatment and control group respondents who initially gave the nearly appropriate response on the pre-test showed that a few more of the treatment group than the control moved from a nearly appropriate to the most appropriate response, the number was so small that no real significance can be attached to the finding.

Subsequent discussions between the author and cognitive psychologists at Vanderbilt have been fruitful in developing more effective research design strategies; ones that are sensitive enough to measure small changes in the behavior of DOT users. The new designs also call for work with much smaller, in-tact groups of users and relies more on measuring the individual's development rather than comparing DOT users

rigorously analyzed, a review of these data show them to be very rich in detail and will provide the basis for future vignette development. They also provide some evidence of just how pervasive overt and subtle acts of racial intolerance are on predominately white campuses. Most students reported verbalizations by their cohorts in the absence of those toward whom the intolerance is targeted. These data provide some evidence that discrimination is much more subtle than it was during the Civil Rights era, and also suggests that efforts to address it may require a broader set of respondents who have greater diligence, and require that responses have more depth.

As a whole, it is believed that the evaluation design was quite an ambitious undertaking and lacked sufficient control mechanisms to be effective. Also, it is felt that measuring the institutional climate is such a complex task that it must be undertaken separately from measuring the impact of DOT on users to adequately address the institution related research question. Although the evaluation did not yield statistically significant findings, the implementation failures at the institutional level, and the instrumentation problems at the individual level have helped in the formation of a new design which will be piloted soon. This evaluation has informed the quest for answers to the research question related to individuals' use of DOT and it yielded helpful information on better methods for testing the hypotheses in future research.

CONCLUSION

This reports has laid out the activities undertaken in the development and evaluation of the Diversity Opportunity Tool (DOT), a project funded by Vanderbilt University and FIPSE. The project team began its work based on several operating assumptions:

1. Many Caucasian students are dissatisfied with the campus racial environments on many predominately white campuses (Astin, 1993; Clayton-Pedersen & Grisaffe, 1988, 1989, and 1990).

2. Many want to do something, but report that they do not know what to do.

3. *Willing* students can learn how to productively confront racially motivated acts of intolerance and discrimination.

4. There are direct and indirect victims of racially motivated acts of intolerance and discrimination. The non-targets of discrimination miss learning opportunities because of false perceptions and stereotypes about people of color.

5. While it seems apparent that direct victims are obliged to respond, the indirect victims can realize their obligation as well (through appeals to their vested interest, social justice principles, and focusing on the detriment to the larger society).

6. The interactive video medium provides a unique and effective mechanism to demonstrate the devastating effects of racism.

In short, there are community members on campuses who would address racially motivated acts of intolerance and discrimination if they knew how--DOT tries to teach them how.

The project goals were to develop a product that would: a) identify incidents of intolerance and discrimination that are fairly common and generic in nature; b) use issues that have fairly clear solutions; c) provide sufficient useful information to fill "change agents' " and perpetrators' knowledge gaps; d) provide resources for more in-depth discussion; e) provide a feasible means to challenge these common acts; f) develop a set of rules to guide the change agent's productive behavior; and g) clearly articulate the goal of changing the campus environment to allow all members of a campus community to flourish. By these measures DOT can be seen as a success. Feedback from users and campus representatives clearly indicate its usefulness. The new Facilitator's Manual will prove to be a significant aid in teaching about responding productively to acts of intolerance and discrimination even when the technology to run DOT is unavailable.

It is unfortunate that the planned evaluation did not demonstrate DOT's effectiveness empirically. However, the evaluation has not only informed future work, the stories that survey respondents shared their experiences with racial discrimination and intolerance indicates how pervasive these acts are on college campuses. Their reports also provide authentic stories to develop vignettes for future versions of DOT.

The effectiveness of other versions of DOT will depend on the quality of the anchor stories and their ability to engage the user in developing the necessary skills to combat racial intolerance and discrimination. This will be accomplished by developing rich anchor stories and making the technology more accessible. The current version requires many pieces of technology to operate. When the product is available on CD-ROM it will be a most useful diversity training tool to a broader range of constituents.

The author is actively pursuing internal and external funding sources for DOT's future development. It is expected that DOT proposals will be a part of the planned call for proposals to the Philip Morris Company and the Mott Foundation. In addition the Lilly Endowment will be approached for funding DOT's further development in the near future. The author is currently being funded for other work on race relations in higher education by the Lilly Endowment. The Vanderbilt University has an internal Research Council (URC) which funds faculty research. A proposal will be submitted to the URC to support further research on DOT's effectiveness. With these avenues available is it believed that DOT development and research will become self-sustaining in the next three years.

In light of racial turmoil surrounding the Rodney King beating and the OJ Simpson trial, and increasing incidence of hate crimes that have drawn the nation's attention to its racial climate, this important and difficult work deserves priority attention. Without it, the nation runs the risk of an ever increasing sense of racial injustice among persons of color as well as among Caucasians who are aware of and sensitive to these issues.

Appendix A

M E M O R A N D U M

DATE: 13 December 1991

TO: Shozo Kawaguchi, Assistant Director
Campus Student Afffairs

FROM: Alma Clayton-Pedersen

SUBJECT: HR 2690

Dr. Bill Hawley, an expert on school desegregation, and I will be team-teaching a course in the spring semester on race relations in America (Human Resources 2690). The course is being taught on Tuesdays from 4:00 until 7:00 p.m. I write to ask you to encourage students of color with whom you come in contact to sign up for this course. We have twelve students registered for the course to date and all of them are white. We believe that an interracial student population in this course is important to maximize the learning potential of the students involved.

We are attempting to get this Peabody course listed for A & S credit, but have not yet obtained approval. Students who are Bachelor of Science majors can take the course for credit without this approval. However, students pursuing the Bachelor of Arts (BA) degree cannot get credit without the aforementioned approval. If BA students are interested in taking the course, please ask them to call me or Bill for more information.

You may recall that this course is being offered in conjunction with the development of the interactive video the Diversity Opportunity Tool (DOT). I hope that you can assist us by announcing this course offering in your next newsletter or other form of communication you have with students. If you or the students have questions regarding the course, please feel free to contact me or Bill at 2-8520.

Best wishes for a wonderful holiday. Thanks in advance for your help!

ARC/

HR 2690--Race Reltaions in America: Class Outline
4 February 1992
Theme: Different approaches to the problem of racial tension

1. Preview the Jasper Woodbury Interactive Video at the Learning Technology Center. (60 minutes)

2. Preview the University of Tennessee-Knoxville video on raising faculty's level of cultural awareness. (30 minutes)

3. Break (15 minutes)

4. Discussion of where the class is going and how we might get there. (15 minutes)

    a. The Miami University experience
    b. Taking it to the next level
    c. Why it is important to look at race relations systematically
    d. What do we need to know to accomplish the task at hand

5. Categorize the incidents students have reported. (50 Minutes)

    a. Class
    b. Owen's Computer network
    c. Interviews

7. Discussion of next week's assignment. (10 minutes)

HR 2690--Race Relation in America: Class Outline
11 February 1992

1. Comment on last week (Bill).

2. Review course goals, process, and product (Alma--20 minutes).

3. Work through a vignette as a class, relating the elements embedded in the vignettes to the relevant research (Bill, Alma, and class--30 minutes).

4. Divide the class into four groups of five students per group; each group will analyze a vignette (Class--20-30 minutes).

5. Break (15 minutes).

6. Reports by groups on the vignette analysis (15 minutes per group includes class discussion of group's analysis).

7. Quiz information.

8. Assignments for next week and what we need to know to answer the questions raised in today's class.

HR 2690--Race Relations in America: Class Outline
18 February 1992

1. Quiz (55 minutes)
2. Break into groups to process vignettes (60 minutes)
3. Break (5:30 - 5:45)
4. Discussion of what tools you need to accomplish the task (30-45 minutes)

November 13, 1995

Mr. Frank Wells, Jr., Director
University Programs
NACME 2 West 35th Street
New York, NY 10001-2281

Dear Mr. Wells:

Recently you inquired about the *Diversity Opportunity Tool (DOT): The Interactive Video.* I write to inform you that DOT is ready for distribution. One condition of receiving a **free** copy of DOT is your participation in an evaluation of the product. The first step in the evaluation process is for us to collect some preliminary information about your institution. This preliminary information will help us determine a baseline for the racial environment on your campus and allow comparisons to be made after DOT has been in use on your campus for a six month time period. The *DOT Institutional Questionnaire* is enclosed as well as a copy of the study protocol. Please **return all of the information being requested** in the self-addressed envelope provided as soon as possible to insure prompt delivery of your copy of *DOT: The Interactive Video* which includes a videodisc, a set of computer diskettes, installation instructions, and a users' guide.

The institutional questionnaire is divided into five parts: 1) General information, 2) Racial make-up of the campus community, 3) Campus diversity awareness efforts, 4) Campus racial environment, and 5) DOT usage information. As noted in the study protocol, we are testing the hypothesis that DOT will have an effect at two levels on college campuses. The first effect will be at the individual student-to-student level and the second will be at the broader student community level. A separate form (Letter of Agreement) indicating your commitment to the evaluation will need to be completed and returned with your completed questionnaire. By returning the questionnaire and letter of agreement as soon as possible, you are assured of receiving a free copy of *DOT: The Interactive Video.* If you decide not to participate in the evaluation, you may obtain *DOT: The Interactive Video* for a cost of $350.00.

As part of the evaluation you are being asked to conduct a survey of your students--both users of DOT and non-users--through a brief questionnaire that is provided in this packet. We ask that you survey students at least two weeks prior to introducing DOT to your campus, immediately following their use of DOT, three months after DOT's introduction to your campus, and again three months later. In exchange for your participation, you will receive a copy of the final evaluation report and evaluation data that is specific to your campus, in addition to receiving a free copy of *DOT: The Interactive Video.*

Whether you agree to participate in the evaluation or you want to purchase DOT, we will need information from you to make DOT specific to your campus. Enclosed are copies of the information cards that must be altered in order to make the product relevant for your campus community. As you review them it will become apparent why we need the requested information. We will make these computer diskettes relevant to your campus for you when you edit the statements about financial aid awards and available campus resources to include in the cards. The sooner you send the information, the sooner we can put the information in the "stacks" and get the product to you.

If you have any questions, please do not hesitate to contact me at (615) 322-8260. Again, we appreciate your interest in DOT and look forward to working with you and other members of your campus community.

Sincerely,

Alma R. Clayton-Pedersen
Associate Dean

Attachments

BEST COPY AVAILABLE

As predominantly white colleges and universities have been more successful in attracting greater numbers of minority students to their campuses, they have become acutely aware that the integration of different ethnic and racial groups does not come without tensions. Many students and faculty within the majority population are not prepared to deal with this diversity. Their inability to cope with campus diversity is manifest in the many hostile acts of intolerance directed at persons of color on campuses across the country. Less overt intolerant behavior abounds. These acts of intolerance often cause students of color to feel isolated and uncomfortable. For both the offender and the victim, the opportunity to learn from the pluralism of the community is lost when these acts are not responded to, or are responded to in non-productive ways. Students and faculty who want to address the problem of intolerance on college campuses find that effective resources seldom are available.

The proposed project will produce an innovative problem-solving multimedia tool to improve the ability of students, faculty, and staff to deal with overt and subtle acts of intolerance on their campuses. This product will be a computer driven, interactive video disc simulation, called the Diversity Opportunity Tool (DOT). DOT will simulate several common "critical incidents" of intolerance (e.g., direct verbal harassment, or discriminatory acts). User selection of an incident will trigger a brief video depicting a typical incident of intolerance. Users will be asked to consider a number of alternative responses to the incident and to select among them; selection will trigger a vignette of the likely outcome of the response. The computer will prompt users to seek further information and resources that would help in dealing with incidents of the kind being considered.

Although application of this technology can take several forms, the most common would probably be utilization by an individual student, the training of residential campus student affairs personnel (including professional and student workers), and teacher training for graduate teaching assistants and new professors. DOT is more likely to be used by faculty than other common strategies for addressing racial and ethnic climate concerns because it can be experienced privately, it will be research-based, and can be used as a teaching tool in some courses. Also, when product production is incorporated into a for-credit course, the production process itself will become a transportable and replicable learning experience for those who use the process to update or make DOT campus-specific.

Dissemination will be accomplished through journal articles and associations of higher education meetings, as well as the free distribution to selected colleges and universities and at cost to other institutions.

LETTER OF AGREEMENT

DIVERSITY OPPORTUNITY TOOL (DOT)

Name of Organization _____

Type of Equipment on which DOT will be used:

IBM or DOS/Macintosh (type, model) _____

Videodisc player (model, type) _____

Roles of persons who are likely to use DOT _____

_____

Physical location of DOT in the organization _____

_____

Give an estimate of the number of people who will have access to DOT _____

We would like to receive DOT without cost. We agree to (1) survey users and a group of non-users prior to introducing DOT to the campus community, (2) survey users and non-users three months after introducing DOT, (3) survey users and non-users six months following DOT's initial introduction to campus, and (4) complete a Campus Climate Survey.

We would like to use DOT for the following purposes (check all that apply):

_____ * Resident advisor training

_____ * Freshman orientation

_____ * Student leader training

_____ * Individual student use

_____ * Group discussion with all students

Name and Title of Respondent _____

_____

Mailing address _____

_____

_____

_____

Phone number _____

FAX number _____

Diversity Opportunity Tool (DOT)
Project Evaluation
Institution Questionnaire

Part I: General Information

Institution Name: _____

Contact Person's Name: _____

Position/Title _____

Department: _____

Address _____

City/State/Zip+4 _____

Phone Number: (_____)_____ FAX Number (_____)_____
Area Code Area Code

Institutional Type (check one in each subsection)

A. Program

1. ___ Community College
2. ___ 2 year private junior college
3. ___ 2 year public junior college
4. ___ 4-year private college
5. ___ 4 year public college
6. ___ 4 year public university
7. ___ 4-year private university

B. Resident/Non-resident campus

1. ___ % students who live on campus
2. ___ % of students who live off campus (commuter students)

C. Institution's Academic Focus

1. ___ research
2. ___ teaching
3. ___ equal emphasis on teaching and research

D. Frequency of reported post-graduation activity for undergraduates' (if known)

1. ___ % who enter the work force
2. ___ % who enter graduate school

(over)

BEST COPY AVAILABLE

Part II: Racial Make-up of the Campus Community

A. Student Body Racial Composition

Undergraduate and Graduate Professional Students' Racial Composition				
Race	Number of Undergraduate students	% of Undergraduate population	Number of Graduate/ professional students	% of Graduate/ professional population
African American/Black				
Hispanic American/Latino				
Caucasian/White				
Asian American/Asian				
Native American/Indian				
Other				
Column Total				

B. Employee racial composition

Faculty/Staff Racial Composition				
Race	Number of Staff[1]	% of total Employees	Number of Faculty	% of Total Faculty
African American/Black				
Hispanic American/Latino				
Caucasian/White				
Asian American/Asian				
Native American/Indian				
Other				
Column Total				

[1] Please include those whose primary role is administration, but have persons faculty status, in the staff category.

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Part III. Institutional Diversity Awareness Efforts

Please describe below the efforts over the 92 - 93 academic year that your institution has undertaken to increase students' awareness, understanding, and/or appreciation of racial or ethnic diversity on your campus. Please be as descriptive as possible and use additional sheets if necessary. You may simply list the activities you have engaged in and attach brochures, pamphlets, or leaflets that provide the details of the program or activity. If you have conducted an evaluation of your program or activity, we would greatly appreciate your sharing this information with us.

Part IV. Campus Racial Climate

Using the space below please describe all of the student-to-student racial/ethnic incidents that have been reported (both positive and negative) on your campus in the 92 - 93 academic year. Please use additional sheets if necessary. Since we are focusing our study on race relations, please limit your descriptions to those that are related to race or ethnicity only. If you have done a survey of your campus that includes questions about race relations, please attach a copy of the survey results.

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Part V. DOT Anticipated Usage

We recognize that you do not know much about DOT so it will be difficult to answer some of the questions. However, your best guess will be helpful to us.

A. Technical and Space Resources Available

Do you have the following resources?	Yes	No
A MAC-Centris 610 computer or larger		
An IBM or DOS computer which can operate windows		
8 megabytes (MB) of RAM		
A Videodisc player that can be linked to a computer		
At least 8 MB of free storage space on your computer's hard-drive		
A high-density (1.4 MB) disk drive for the MAC (if you have MAC capability)		
A 13" computer monitor		
A computer/ videodisc station that can be dedicated for DOT use		

Since DOT is now available in both MAC and DOS formats, please indicate below exactly what equipment and facilities you have to work with DOT. Please also indicate the format in which you would prefer to receive DOT.

_____

_____

_____

B. Describe below the ways in which students will have access to the computer equipment in order to use DOT. For example, the equipment could be set up at the library's audio visual check-out area and used on equipment provided by the library; DOT could then be checked-out like other audio visual materials. Another example is where DOT is located in the residence hall office and used for dormitory education programs. In this case the resident advisors would gather all of the equipment together in order to use DOT fro their programs (please use additional sheets if necessary).

Your cooperation is greatly appreciated!

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There are basically two types of financial assistance provided to students at Vanderbilt: (1) merit-based aid, and (2) need-based aid. As their titles suggest, the first is given to students because they have demonstrated academic or athletic talent that merits aid. The second is based on the students financial need. In either case, students who are admitted to any of Vanderbilt's ten undergraduate and graduate/ professional schools are determined to meet the University's academic standards and they have potential for academic success. All students are eligible to apply for all but a small portion of the University's merit and need-based aid. The amount of merit-based aid that is specifically designated for "minority students" is quite small relative to the total amount of aid available (Mohning, 1993, Director of Financial Aid, Vanderbilt University).

Previous Page

Next Page

Information

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While African American students compete in the pool of merit-based aid open to all students, the number of black students who apply to Vanderbilt is so small and the pool of students competing for aid so large, it cannot be reasonably be expected to recruit a significant number of minority students to predominately white campuses without drawing attention to these opportunities (Dalton, 1991; Dewart, 1989; Richardson, 1991; Wright, 1991). In the one area of aid that is aimed at minority students at Vanderbilt, Asian/Asian Americans, Hispanics, Native Americans, as well as African Americans are competing in the same pool. There is no Vanderbilt merit-based or need-based aid that is directed solely toward African Americans. Many colleges and universities with a academic reputation similar to Vanderbilt's compete for students of color through similar financial aid arrangements. In addition, the proportion of black, white, and Hispanic students has remained more or less constant during the 1980s suggesting that affirmative action did not result in restricting the opportunities of one race at the expense of another. Virtually all of the increase in "minority" student college enrollment reflects an infusion of Asian American students into higher education (Kingston, 1992).

Previous Page

BEST COPY AVAILABLE

Next Page

Information

Like most colleges and universities across the country, Vanderbilt uses a student's SAT or ACT scores as one of several criteria for admission. The determination of whether a student can be successful here is multifaceted. These scores predict only a proportion of a student's performance in college and have almost no "predictive validity" for occupational success (Crouse, 1988; Walberg and Smith, 1984). In recent years, many colleges have placed less emphasis on SAT and ACT scores in making admissions decisions because of their limited predictive value. Some liberal arts colleges have stopped using such tests altogether. According to Fleming (1984), these tests are particularly poor predictors of college success for African Americans who attend predominately white colleges. Her findings suggest that the environment on predominately white campuses plays a significant role in the black student's college development. African American students who are in environments where they feel valued, supported, and included, and have opportunities to develop intellectually and socially, are more likely to succeed than those who are in environments that are hostile. Her findings are consistent with researchers who have studied college student presistence (Nettles, 1987; Pascarella, 1984; Richardson, 1991; Tinto, 1975). It would be difficult for any student to succeed, regardles of one's racial background, if one does not feel a part of a campus, or if one were constantly treated as an

Previous Page

Next Page

Print

Done

Information

Black Cultural Centers are an outgrowth of the mid-sixties when African American students began attending predominately white college campuses in large numbers. Often these campus newcomers were treated with hostility by white students, faculty, and staff. These centers became a source of social support and comfort for African American students. Many of these Centers have evolved into valuable academic Centers and have strong ties to academic disciplines which study the experience of Africans and African Americans from anthropological, sociological, historical, or philosophical perspectives. Many Centers are also closely linked to African and African American Studies Programs.

Vanderbilt's Bishop Joseph Johnson Black Cultural Center provides a support function for African American students as well as an academic function for the entire University community. The Center fulfills its latter role by sponsoring lectures and workshops and distributing written materials about the African American experience. The Center has its own library and computer lab and assists the University library system by providing informationabout books, periodicals, and other materials that help develop a broad range of information about Americans of African and Caribbean descent (Winbush, 1993, Director of the Bishop Joseph Johnson Black Cultural Center).

Previous Page

Next Page

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Information

There are a number of campus resources available to assist you and others in dealing with acts of discrimination, they include:

a. The Opportunity Development Center (ODC)—this is the University's affirmative action office. It handles complaints of racial discrimination and assists faculty, students, administrators, and staff in addressing such incidents, both through legal and non-legal means.

b. The Bishop Joseph Johnson Black Cultural Center (BJJBCC)—provides a support function for African American students by helping them cope with an often hostile environment. However its primary function is to provide opportunities for all members of the campus community to learn about the African American experience. The Center does this by sponsoring lectures, workshops, and distributing written materials. (Raymond Winbush)

c. Student Affairs Professionals—these include the deans, directors, and staff of the various student affairs departments such as the Offices of Residential and Judicial Affairs (K.C. Potter, Dean), Campus Student Services (Keith Davies, Associate Dean), and University Ministries (Beverly Asbury, Director). Head residents and resident advisors can also be of great help.

d. Head Residents & Resident Advisors—are students who are trained to be especially sensitive to dealing with race related incidents and can assist you in identifying the appropriate channels to pursue when incidents occur or just to talk about them.

There are a number of other campus resources available to help victims of discrimination deal with the psychological effects of the incidents. They include: the Psychological and Couseling Center (Oxford House 2-2571), Student Health (Zerfoss Bldg. 2-3414), the Office of University Chaplain and Affiliated Ministries (2417 West End Ave 2-2457), and close friends who are open-minded can be invaluable when one is trying to explore of one's beliefs about people who are different from themselves.

Previous Page

Next Page

Information

Print

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Vanderbilt has made a conscious decision to use merit-based aid to attract a greater pool of applicants who are from underrepresented populations and encourage them to enroll here. This effort is designed to help all students by increasing the opportunity for people of different backgrounds to have rich, meaningful interactions on campus. All students who receive aid have demonstrated their ability to be successful and have earned admission to Vanderbilt; financial aid is a separate factor in the admission decision. *There are no financial aid packages given at Vanderbilt solely on the basis of race.* A study by the Southern Regional Education Board indicates that both black and white students object to minorities being given "special consideration" that is based solely on minority group status (Abraham, 1990).

It is clear that black and white students in the U.S. have, on the whole, very different attitudes about (1) the extent to which racism remains a barrier to opportunity and (2) the propriety of government intervention to end inequality and racial in justice (Hacker, 1992). For more information that will help you counter the rationale used by those who claim that any consideration of race in the determination of financial aid constitutes "reverse discrimination" read: Lawlor, 1992; Fineman, McCormick, Carroll, and Smith, 1991; and Whitaker, et al., 1991.

Previous Page

BEST COPY AVAILABLE

Next Page

List of Entities that Have DOT			
Date of Mailing	**Contact Person**	**Institution**	**City/State**
7 October 1993	Dr. Julia Daniels	Central Michigan University	Mt. Pleasant, MI 48859
7 October 1993	Mr. James S. Sauceda	California State University, Long Beach	Long Beach, CA 90840-1005
7 October 1993	Dr. Marcia Texler Segal	Indiana University Southeast	New Albany, Indiana 47150-6405
7 October 1993	Dr. Paul G. Friedman	University of Kansas	Lawrence, KS 66045-2177
8 October 1993	Ms. Barbara Nicholson-Brown	Saint Mary's College	Moraga, CA 94575
28 October 1993	Ms. Juliette Coxum	Mohawk Valley Community College	Utica, NY 13501-5394
28 October 1993	Ms. Maureen Tripp	Emerson College	Boston, MA 02116
3 November 1993	Dr. Nathaniel Smith	Franklin and Marshall College	Lancaster, PA 17604-3003
15 December 1993	Mr. Jon M. Ramirez		Wichita, KS 67260-0073
21 January 1994	Dr. Roy H. Saigo		Hammond, LA 70402
21 January 1994	Ms. Sara Bullard	Teaching Tolerance	Montgomery, AL 36104
27 January 1994	Mr. Amal Movlik	University of California-Lawrence	Livermore, CA 94551-0610
18 February 1994	Dr. Kevin Railey	Buffalo State College	Buffalo, NY 14222-1095
16 March 1994	Ms. Barbara Leigh Smith	Evergreen State College	Olympia, WA 98505-0002
25 March 1994	Dr. Betty M. Lovelace	Denison University	Granville, OH 43023
25 March 1994	Mr. Stevens C. Nelson	Butte College Sociology Department	Oroville, CA 95965-8399
25 March 1994	Ms. Abbie Robinson-Armstrong	Wright State University	Dayton, OH 45435
25 April 1994	Dr. Woodrow Jones, Jr.		College Station, TX 77843-4223
27 June 1994	Ms. Iris Outlaw,	University of Notre Dame	Notre Dame, IN 46556
9 August 1994	Ms. Beth Moore	Viterbo College	LaCrosse, WI 54601
9 August 1994	Dr. William Buchanan	Clarion University of Pennsylvania	Clarion, PA 16214-1232
9 August 1994	Dr. Gregory Roberts	University of St. Thomas	St. Paul, MN 55105-1096
13 September 1994	Dr. James R. Yates	The University of Texas at Austin	Austin, TX 78712-1291

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THE MIRROR

The Official Newsletter of Community Vanderbilt — February 24,1996

A View in *The Mirror*

Bill Engel

The meeting on Gender Issues, which launched the No Lecture Series on February 20, made great strides toward accomplishing the organizers' goal. Even though I was present at the meetings of the Advisory Board leading up to this event, I really did not know what to expect when I showed up for the "Human Barometer." I know now though that I left Towers East a bit more decisive about what can be done to help foster a sense of community on campus. But more importantly, I am beginning to see what I can do, beyond the workshop, to respect and to question issues of gender.

Among the most memorable moments for me was the parting comments about what we thought we learned or would take away from the evening's activities. One professor said he had a rare opportunity to see students as people and not just as students. It worked in the other direction as well, for students could see an aspect of some of their teachers that some of us (and here I can speak only for myself) are not likely to show in a lecture.

With this in mind, in the future meetings I am looking forward to a more visible presence of members of the student-body, faculty, and administration, especially those who may not have gone on record in the past as promoting or being concerned with issues of gender, class, or race. Only through such a forum, and indeed the confrontations that are sure to occur in such a forum, can we begin remove the veil of naivete from our eyes. This is a step we each must take on our own, and we can do it together, as we move toward "Community Vanderbilt." Still though I wonder if such a conception can be realized? Perhaps not, but it is more likely to happen if more of us would care to take an active part in trying to see it through.

I would close by reflecting on the title of this newsletter. The metaphor of a mirror to a publication, ostensibly reflecting the world around it, is best known to me from Renaissance books that sought to inspire noble behavior and virtuous actions by retelling old stories and recasting them in a timely way. A real mirror though lets you see only the one looking in--and you see yourself as you are. Hopefully this publication, like the hope for an idea of community for which is stands, will expand to take in more than single faces gazing intently at themselves alone. For such a mirror surely will show us more when people stand together, shoulder to shoulder, and face their own reflections. Then each of us can see our own reflection as being at once of ourselves and others. This is a view I long to see made a more common prospect in our community. ■

Calendar of Events

Monday, Feb. 26, 1996
An Evening with Spike Lee
8:00 Langford Auditorium

Tuesday, Feb. 27, 1996
VAHS General Body Mtg.
7:30, SAE House

Wednesday, Feb. 28, 1996
ISA General Body Mtg.
7:15, SAE House

Wednesday, Mar. 13, 1996
Community Vanderbilt General Body Mtg.
5:00 The Pub

Good luck with midterms! Study hard and have a great spring break. Don't forget the next CV meeting. Don't be fooled by the new location. No, it is not a typo. Come meet while you eat dinner at the Pub.

*Articles submitted to **The Mirror** are subject to revision at the discretion of the editor. The opinions expressed in **The Mirror** do not necessarily represent the opinions of Community Vanderbilt.*

Spotlight

a look at a student organization

VSVS: Day on Campus

Robert Chu

Day on Campus was started in 1990 with the goal of inspiring kids to stay in school and work toward an "attainable dream." We believe that sixth grade is a pivotal age for youth. It is at this young age they experience the pressures of drugs and violence in the streets. The volunteers of VSVS: Day on Campus give their time to show the kids what the future can hold if they stay in school and do their best.

On weekdays, sixth graders from Metro Nashville public schools come to Vanderbilt campus. They take in the scenery on their tour of the campus. All culminating in an interactive chemistry exercise on the science of polymers. Basically, we teach them to make slime. Day on Campus has teamed up with Vanderbilt Student Volunteers for Science (VSVS) to conduct the "Slime Labs." Currently we are working to raise campus awareness about the project, its goals, and the joys involved with working with kids.

Throughout the years we've involved hundreds of volunteers from all areas of campus life. They have included atheletes, Biomedical Engineers, members of ΑΦΩ, Skull & Bones, and multicultural groups, among others. Coupled with their genuine appreciation for children we can say without reservation that our volunteers are some of the best around.

The "Slime Labs" are held weekdays 11:00 to 12:00 at Sarratt 118. ■

Coordinators of VSVS: Day on Campus are Amanda Ring and Robert Chu. Interested volunteers, please call 1-6375.

*If you are involved in a student organization that you would like to see featured in **Spotlight**, please call Shalini at 1-7211.*

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No Lecture Series

Who are we?

Creating a sense of community at Vanderbilt.

money *n.* something we all see, but never talk about
Wednesday,March 20 7:30
Gilette Hall Lobby

Racial Issues
Sunday, April 7, 7:30
Rand Dining Hall

Currently Co-Sponsoring Organizations

Kappa Sigma
Skull & Bones
Vanderbilt Prison Project

We need your help to recruit other co-sponsoring organizations. Please coordinate this process with Sid (1-6287).

Currently Participating Faculty

[these Professors have agreed to attend, pending scheduling]

Michael Aurbach, Fine Arts
Vereen Bell, English
Francille Bergquist, A & S
Chris Brown, History
Alma Clayton-Pedersen, Peabody
William Engel, English
Jimmie Franklin, History
Gregg Horowitz, Philosophy
Wendy Hunter, Pol. Science
Richard Jones, H & RE
Yollette Jones, A & S
Jeff Milem, Peabody
Gisela Mosig, Mol. Biology
Richard Pride, Pol. Science
Michael Rose, Blair
Karen Shimakawa, English
Robert Stammer, Engineering
Brock Williams, H & RE
Susan F. Wiltshire, Classics

If you would like to see a professor at the NLS who is not on this list, call Shalini at 1-7211.

Circle Groups

Partly because participants felt pushed for time at the No Lecture, let's organize some follow-up discussions in smaller numbers, Circle Groups. Circle Groups are intimate round-table discussions. They will still maintain the flavor of a No Lecture. Circle Groups will connect people who had not known each other before and also bring together people from different positions in the Vanderbilt community. If you are interested in being part of a Circle Group, call Shalini at 1-7211.

The Party

Date: April 19 Time:TBA Place: Auxilary Gym

The party is the social event that CV is planning to cap off its first year as a group on campus. The main thing we need to start doing is to find performers. We need help finding student organizations to participate in the variety show at the beginning (5 minutes per act). We'll need help with publicity, too. We also need to find 4 or 5 DJs with different types of music for the dance afterwards. If you have ideas or can help with any of these, please call Suresh at 1-8745.

Editor's Corner

I've been asked several times about the logo on the front page. It is the network symbol for "hub." Maybe it's a bit obvious, but it represents our goal of meaningful interaction between different people and different groups on the Vanderbilt campus.

© 1996 Community Vanderbilt Newsletter design by Kathryn Gupta

Question of the Week

Starting after Spring Break, CV is going to try a new activity called the Question of the Week. One or two days each week, a couple of CV members will sit at the Wall, one distributing pre-printed questions to passers-by and one writing down the various responses. At the end of the week, a sign will be posted listing the top ten answers. The main goals of the activity are to trigger discussion on campus and to get people interested in CV. If you would like to help with this project by sitting at the wall, coming up with the questions, or making the top ten lists, please call Bryan Hinckley at 1-8731.

Let's Do Lunch

Feel like you go to CV meetings, but you don't really know anybody there? Come to the C-Room at Rand for lunch on Fridays, 12:00-1:00. This is just an effort for people in the organization to get to know each other better. Everyone is welcome to stop by. Bring friends.

!! WE NEED HELP !!

DUES ARE DUE!!!
Membership dues are $3.00. Please pay them as soon as possible because officer elections are coming up. Mail them to Box 7068-B.
Shabnam (1-6386)

If you know of any organizations we should contact for the No Lecture Series, let me know soon.
Sid (1-6287)

Umoja Niamos Now

CV is an official sponsor of Umoja Niamos Now, the week-long celebration of unity among campus groups. We are responsible for the Community Service Day during the week. The mayor's office is arranging several sites for us. Basically, all we need to do is provide people at the different sites. If you have any questions, call Suresh at 1-8745.

Kudos

Thank you to Andy Puckett, Joe Martinez, Nate Folkert, and Matt McClellan for putting up hordes of No Lecture flyers.

Congratulations to Shabnam Aminmadani on a phenomenal No Lecture advertising campaign.

Thank you to Jamaal Nelson for organizing the innovative format of the first No Lecture.

Thank you to all the professors who attended the No Lecture and helped make the discussion interesting.

Thank you to all the participants for making the first No lecture such a success.

Community Vanderbilt
Box 7068, Station B

CAMPUS MAIL

ALMA CLAYTON-PEDE
BOX 164 STATION PD

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Information Technology

Appendix F

Diversity on a Disk

Vanderbilt develops multimedia package to foster racial and ethnic sensitivity

By David L. Wilson

NASHVILLE

MICHAEL, the self-appointed leader of a group of students working on a class project, appears to be slighting Brian, the only black student in the group, by assigning him trivial tasks.

While some of the other students in the group appear uncomfortable—shifting in their seats or exchanging puzzled looks—no one is yet convinced that Michael's apparent bias is due to Brian's race. The concern remains unspoken as the weeks drag on, with an initially acquiescent Brian, confident that he could demonstrate his ability to pull his own weight, becoming increasingly frustrated as evidence of Michael's bigotry continues to mount.

Alma R. Clayton-Pedersen, a research assistant professor of public policy at Vanderbilt University's Institute for Public Policy Studies, is watching the vignette play itself out with a visitor. Even in these sensitized times, she says, most students, regardless of their race, would be unlikely to challenge one of their peers in a situation of this nature.

'PEOPLE BECOME PARALYZED'

"It's risky to say things to one another. People don't like to take risks, particularly with interpersonal interactions," she says. Even when a fellow student makes a comment that is unambiguously bigoted, many students do not know how to respond. "People become paralyzed," Ms. Clayton-Pedersen says.

Suddenly, however, it is Michael and Brian who stop moving, as the videodisk on which their images reside pauses to give an observer a chance to mull over some choices. At various times during the presentation, an observer gets to choose the path the actors take. What is likely to happen if an enraged Brian directly confronts Michael? What if other students present facts to refute Michael's assumptions about Brian's capabilities? What if the professor is asked to get involved?

The videodisk, which is controlled by a computer, is part of a multimedia package developed at Vanderbilt called the "Diversity Opportunity Tool." Ms. Clayton-Pedersen was head of the team that designed the system. Contributing to the effort were political scientists, psychologists, sociologists, and specialists in race relations.

The system, which was released in October, is designed to be used by individual students. About a dozen institutions, including Emerson and Franklin and Marshall Colleges, and the University of Kansas, are testing it.

MAKING DEMANDS OF STUDENTS

Instead of passively watching a videotape of actors reciting dialogue, the system demands that students analyze what is going on as best they can, and then choose different courses of action.

Each of the choices has certain ramifications, and some choices may be better or worse than others, depending on what has immediately preceded the new direction. If Brian confronts Michael, for example, before the other members of the group have concluded that Michael's behavior is based on racist beliefs, Brian will find little support within the group.

The right choices at the right time, however, can shake Michael's prejudices, win Brian a larger role in the group, and prevent all the characters from walking away from the experience hardened and embittered. The package is aimed not at unabashed racists, but at students who are predisposed to reject behavior on the part of others that is racially or ethnically motivated.

Most of the time, Ms. Clayton-Pedersen says—even when students are concerned about acts of intolerance or insensitivity—they fail to act because they do not know what should be done, or else they act in ways that are counterproductive. By

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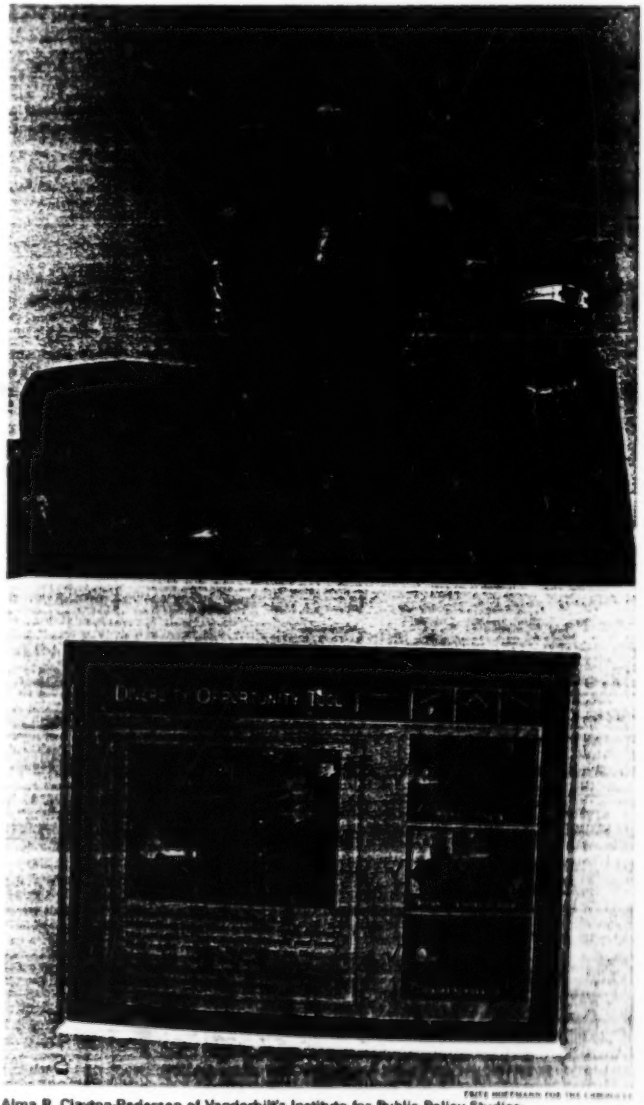

Alma R. Clayton-Pedersen of Vanderbilt's Institute for Public Policy Studies: "People don't like to take risks, particularly with interpersonal interactions."

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Vanderbilt disk and Miami's product, which is also being used by other institutions, is that hers was designed to be used in conjunction with groups. "We strongly feel that the discussion groups are a key element in the whole process," she says. "They foster dialogue, which leads students down the road toward permission to talk with each other about these sensitive issues. Even after our discussion ends, the students continue the dialogue."

Ms. Clayton-Pedersen acknowledges the Vanderbilt project's debt to the Miami project and others like it, but she says Vanderbilt's system is unique. Miami's, she says, requires the use of a facilitator, making it labor intensive. "We designed this to be self-contained; you can use it with or without a facilitator. Obviously, the more discussion that goes on afterward with a facilitator, the greater the impact. But a person can sit down and use this product and walk away having had a learning experience."

Other systems, she adds, don't give their users as many options for modifying the behavior of the characters. In addition, those systems are entirely video-based and don't offer users the supporting documents that Vanderbilt's system can produce.

Ms. Clayton-Pedersen hopes other institutions will adopt the package, and that the system can contribute to solving one of the nation's most persistent problems. "I don't think this is the best tool that will ever be made, but at least it's a step in the right direction," she says.

"I have a vested interest in making the world a better place" she says. "I have a vested interest in making America work. So does everybody else." ■

ON THE INTERNET

- **Data-highway panel posts news on government's activities**
- **'Fanny Hill' is banned again, this time from Indiana computer**
- **Medical schools' financial-aid officers exchange information**
- **Cornell will make statistics from Agriculture Dept. available**

Those who want to keep up with the latest news on the effort to create a "National Information Infrastructure" can find information about the federal government's activities on the Internet.

The Information Infrastructure Task Force has established a "Gopher server" where Internet users can retrieve documents, speeches, and other information related to the proposed information superhighway. The panel is made up of officials from various federal agencies and was established to coordinate the government's efforts on the project.

The Gopher server includes answers to frequently asked questions about the information infrastructure, a list of the panel's members, a copy of Commerce Secretary Ronald H. Brown's announcement of the National Information Infrastructure Advisory Committee, and speeches that Vice-President Gore gave on the subject last month in Washington and last week in Los Angeles.

Developers of the service plan to add copies of proposed legislation related to the superhighway as well as information about meetings of the panel and its various subgroups.

Internet users can gain access to the information on the server by using the telnet or Gopher functions to reach iitf.doc.gov. The password "gopher" should be used to log on to the system.

—THOMAS J. DELOUGHRY

■

An electronic version of a ribald 18th-century novel has been removed from a computer connected to the Internet, prompting a spirited debate about censoring computerized material.

The book, *Fanny Hill, or Memoirs of a Woman of Pleasure*, was written by John Cleland in 1748 and 1749 and largely suppressed as pornography until late in the 20th century.

A network browser in New Zealand noticed recently that someone had placed a copy of the book in a publicly accessible computer at Indiana University. The New Zealander posted an electronic message on the Internet expressing concern that children might help themselves to a copy.

Michael Regoli said he then decided to remove the file from a computer operated by the Center for Innovative Computer Applications, an arm of Indiana University's computing services. Mr. Regoli is system administrator for computing resources with the Organization of American Historians and helps out with the center's computers.

Early in the controversy, Mr. Regoli responded to dozens of people who criticized his action by posting messages on "alt.censorship" and other electronic bulletin boards. "Personally, speaking only for myself, I could care less about Fanny Hill and it being on the system," he wrote in one message. He added that he was concerned that an Indiana administrator would object to having the book on the computer.

In a telephone interview, however, Mr. Regoli backed away from that position. "The file was removed simply because it was not consonant with the goals of the site," he said. "We do not support adult material, period."

Critics said Mr. Regoli's fear of offending administrators might have been well founded, but they charged that his action had damaged principles important to academe. "I don't think a 'no adult material' selection policy is consistent with intellectual freedom," wrote Carl Kadie, a graduate student at the University of Illinois at Urbana-Champaign and co-editor of *Computers and Academic Freedom*, an on-line electronic newsletter. Mr. Kadie also pointed out that numerous copies of *Fanny Hill* were available in the Indiana University libraries.

Mr. Regoli, though, said that analogies to traditional libraries were misleading. If a local library declines to stock *Fanny Hill*, patrons who depend on that library are cut off from the book. On the Internet, he said, if one site doesn't have a file, it is possible to get a copy from another, anywhere in the world, and plenty of computers have copies of *Fanny Hill*. "This is not an issue of access," he said. "Nobody is being deprived."

—DAVID L. WILSON

■

Financial-aid administrators at medical schools are among those who have turned to the Internet to exchange information.

Anthony M. Sozzo, associate dean for student affairs at New York Medical College, says 90 people at about 50 institutions have subscribed to a mailing list called MEDAID-L since he established it two months ago. The list is modeled after the FINAID-L mailing list, which is used by aid administrators at undergraduate and graduate institutions to discuss questions about financial-aid programs.

The new list gives medical-school administrators a place to exchange information about programs run by the Department of Health and Human Services that are reserved for students in the health professions. Mr. Sozzo says aid administrators at dental, nursing, and veterinary schools are also welcome to join the discussion list.

A hot topic, Mr. Sozzo says, is the effect that President Clinton's proposed health-care plan would have on financing medical education.

Those interested in subscribing should send an electronic-mail message to MAISER@INFOSERV.NYMC.EDU. The body of the message should say: SUB [space] MEDAID-L.

—T.J.D.

■

Cornell University has agreed with the U.S. Department of Agriculture to make statistics from the agency available on the Internet.

More than 140 data sets from the department's Economic Research Service and the National Agricultural Statistics Service have been made available through Cornell's Mann Library. The data include statistics on a variety of topics, such as farm production, the sales of dairy products, meat supply and consumption, and the wheat supply of the European Community.

Oya Y. Rieger, a numeric files librarian at Cornell, says the system was designed to be easy to search. And she notes that the data are in a format that can be used by a wide range of analysis programs.

Internet users who connect to the main Gopher server at the University of Minnesota can find the data under "Cornell University, Albert R. Mann Library." Others can use the telnet or Gopher functions to reach usda.mannlib.cornell.edu and can then use "usda" to log on. Those using file-transfer protocol should connect to the same address, use "anonymous" to log on, and then get to the agriculture data by sending the command "cd usda."

For more information, contact Oya Y. Rieger, numeric files librarian, Mann Library, Cornell University, Ithaca, N.Y. 14853; (607) 255-7960; OYR1@CORNELL.EDU.

—T.J.D.

NEW COMPUTER SOFTWARE

The following list of computer software has been compiled from information provided by the publishers or by companies marketing the programs. Prices are subject to change without notice. For information about specific applications and hardware requirements, contact the companies directly.

COMPUTER PROGRAMS

Administration. "Avoiding Sexual Harassment," for IBM PC and compatibles. Enables user to learn the definition of sexual harassment and behaviors that might be considered offensive, intimidating, or of a sexual nature; offers guidelines, suggestions, and a checklist for creating a sexual-harassment policy; prices start at $250; site license available. Contact: Guided Learning Systems, 25 Water Street, Lebanon, N.J. 08833; (908) 953-9284.

Chemistry. "ProjectLeader," for Apple Macintosh. Enables user to conduct computational experiments from planning and setup to execution and analysis; serves as a base for numerous specialized "cache" programs; prices start at $5,000; educational discount available; site license available. Contact: Cache Scientific, P.O. Box 500, Mail Station 13-400, Beaverton, Ore. 97077; (800) 544-6634.

Computers. "Borland C++ 4.0," for IBM PC and compatibles. Allows user to train in the latest programming methods and languages on a system that is used by professional programmers; $499; educational discount available; site license available. Contact: Borland, 100 Borland Way, Scotts Valley, Cal. 95067-0001; (800) 645-4559.

Electronics. "B^3 Spice," for Apple Macintosh or IBM PC and compatibles. IBM version requires Windows. Allows user to construct circuits using batteries, resistors, capacitors, and inductors; $120; educational discount available. Contact: Beige Bag Software, 715 Barclay Court, Ann Arbor, Mich. 48105; (313) 663-4309.

European studies. "Europe," for IBM PC and compatibles. Data base for use with "MicroCase" system. Enables user to gain access to statistics on family, politics, religion, and ethnic conflict; covers 25 nations from the early 1980's to the early 1990's; $95; site license available. Contact: MicroCase Corporation, 1301 120th Avenue N.E., Bellevue, Wash. 98005; (800) 682-7367.

Latin American studies. "Latin America," for IBM PC and compatibles. Data base for use with "MicroCase" system. Enables user to review information on 17 nations in Latin America; includes statistics on modernization and industrialization, mortality, fertility, and the labor force; $95; site license available. Contact: MicroCase Corporation, 1301 120th Avenue N.E., Bellevue, Wash. 98005; (800) 682-7367.

Mathematics. "MathEdit, Version 2.20," for IBM PC and compatibles. Requires Windows. Enables user to create typeset-quality math equations that can be imported into word processors or equation-solving packages, including "DERIVE," "Maple," and "Mathematica"; $199; site license available. Contact: K-Talk Communications, 50 McMillen Avenue, Suite 100, Columbus, Ohio 43201; (800) 551-7175.

Mathematics. "Mathematica, Version 2.2," for Apple Macintosh, IBM PC and compatibles, and UNIX machines. Allows user to combine text, computations, graphics, and animation in a single document on a single screen; components can be edited, recalculated, and regraphed; $895 for Macintosh and DOS versions; $995 for Windows version; $1,995 for UNIX version; educational discount available; site license available. Contact: Wolfram Research Inc., 100 Trade Center Drive, Champaign, Ill. 61820; (800) 441-MATH.

Networking. "NetMod, Version 1.1," for Apple Macintosh and IBM PC and compatibles. Apple version requires HyperCard. IBM version requires Windows. Enables user to generate network configurations and evaluate an existing network's architecture and traffic load; $500; educational discount available. Contact: University of Michigan Software, Wolverine Tower 2071, 3003 South State Street, Ann Arbor, Mich. 48109-1280; (313) 936-0435.

Physics. "Electric Field Hockey," for Apple Macintosh and IBM PC and compatibles. Enables user to gain a qualitative understanding of the Coulomb force and the superposition of forces while playing a game with a charged ball on a frictionless surface; $49.95; site license available. Contact: American Institute of Physics, 335 East 45th Street, New York 10017-3483; (800) 955-TAST.

Testing. "QuickStudy," for Apple Macintosh. Allows user to create multiple-choice, true/false, fill-in, or short-answer tests; tracks each user's results and notes questions that user finds difficult; $49.95; site license available. Contact: Software Solutions, 6404 East Oak Street, Evansville, Ind. 47715; (812) 477-3181.

Utilities. "discComposer," for IBM PC and compatibles. Requires Windows. Allows user to convert standard DOS files into ISO 9660 structured files used in CD-ROM; enables user to record files onto CD-ROM disks; $1,995; site license available. Contact: Trace Corporation, 1040 East Brokaw Road, San Jose, Cal. 95131-2939; (800) 872-2318.

Utilities. "SmartSuite for OS/2," for IBM OS/2 systems. A software bundle containing versions of "Ami Pro," "1-2-3," "Freelance Graphics," and "cc:Mail"; $795; educational discount available. Contact: Lotus Development Corporation, 55 Cambridge Parkway, Cambridge, Mass. 02142; (800) 343-5414.

Word processing. "Student Writing Center for Windows!," for IBM PC and compatibles. Requires Windows. A word-processing package for students that includes a bibliography maker, grammar and writing tips, graphics, and a personal journal with password protection; $79.95. Contact: The Learning Company, 6493 Kaiser Drive, Fremont, Cal. 94555; (800) 852-2255.

OPTICAL DISKS

French. "A la rencontre de Philippe, Version 1.0," for videodisk players used with Apple Macintosh. Enables user with intermediate-level French language ability to improve cultural knowledge, language comprehension, and usage of idiomatic expressions in the context of assisting a Parisian in real-life situations; user's responses to situations dictate the outcomes of the situations; $335. Contact: Yale University Press, 92A Yale Station, New Haven 06520-9040; (203) 432-0912.

Medicine. "American Heart Association Compact Library," for CD-ROM players used with IBM PC and compatibles. Allows user to obtain full text of recent articles published in cardiology journals, including *Circulation*, *Stroke*, and *Arteriosclerosis and Thrombosis*; $595. Contact: Macmillan New Media, 124 Mount Auburn Street, Cambridge, Mass. 02138; (800) 342-1338.

Medicine. "Cardiology MEDLINE," for CD-ROM players used with IBM PC and compatibles. Enables user to gain access to citations and abstracts of 3,600 cardiology-related journals indexed by the National Library of Medicine; contains more than 270,000 citations; $395 for annual subscription; $695 for quarterly subscription. Contact: Macmillan New Media, 124 Mount Auburn Street, Cambridge, Mass. 02138; (800) 342-1338.

Reference. "New Grolier Multimedia Encyclopedia, Release 6," for CD-ROM players used with Apple Macintosh and IBM PC and compatibles. Enables user to gain access to full, 21-volume *Academic American Encyclopedia*; includes audio-visual essays that combine narration, music, and photography; $395. Contact: Grolier Electronic Publishing, Sherman Turnpike, Danbury, Conn. 06816; (800) 285-4534.

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MEASURING THE EFFECTS OF A MULTIMEDIA RACE RELATIONS TRAINING PROGRAM

a Proposal to the Carnegie Corporation of New York

Research Methodology 1
Research Overview 1
Research Rationale 2
AN ADDED-VALUE RESEARCH DESIGN 4
Research Population 4
Implementation of the DOT-Enhanced and No-DOT conditions 5
The In Situ Dependent Measure 6
The Paper and Pencil Measures 7
The sorting task 9
The rating task 10
The response task 10
Bringing the Two Types of Measure Together 11

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RESEARCH METHODOLOGY

RESEARCH OVERVIEW

In 1994, Vanderbilt University made DOT available to campuses across the country. Evaluations coupled with this dissemination produced initial information about college students' use of DOT. It also yielded information about students' ability to recognize acts of racial discrimination and determine appropriate responses. These pilot data suggest that it would be worthwhile to conduct formal evaluations of the effectiveness of DOT by looking at: (a) the baseline characteristics of young adults' sensitivity to, categorizations of, and responses to acts of discrimination; and (b) the evolution of these characteristics over the course of DOT and other types of training.

Our approach will be to examine the added-value of DOT when it is embedded within extant training programs. Students in training programs will be separated into DOT-Enhanced and No-DOT groups and will be compared before, during, and after the course of their training program. Our first year pilot study and our second year full-scale study will ensure the involvement of multiple racial groups to determine whether minority and majority groups differ with respect to the points above. We will take a multi-measurement approach that relies on both easily administered "paper and pencil" measures and a more "costly" *in situ* measure. The paper and pencil measures will require students to evaluate a set of potentially discriminatory scenarios. The *in situ* measure will require students to keep an academic year-long diary in which they describe discriminatory acts they have witnessed. Our expectation is that students who use DOT will increasingly notice acts of discrimination in their daily lives and will broaden their conception and enhance their differentiation of discriminatory acts. Our hope is that there will be a convergence between the *in situ* measure and the paper and pencil measures. This will validate the use of the paper and pencil measures for future purposes, including larger implementation studies that span the multiple campuses where DOT is currently in use. In the following paragraphs we describe the rationale of our studies. Afterwards, we describe the details of our design and measurements.

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DOT, as it is currently used, is a relatively short term intervention developed to sensitize students to discriminatory acts and to provide further resources for how to treat discrimination both proactively and reactively. Although we suspect that DOT has effects on everyday behavior, testing these effects would take a complicated experimental approach with a necessarily limited subject pool (e.g., placing subjects in a situation that, unbeknownst to them, includes confederates who act out various discriminatory behaviors). Moreover, we think that the proximal effects of DOT are on the cognitive processes that are prerequisite to actual behavior . We assume that to change people's behavior, it is first necessary to help them identify the conditions that call for the new behavior (cf. Gibson, 1969). As an analogy, one might teach people how to return a bad wine to a waiter, but without teaching them how to identify a bad wine, they would never know when to take the appropriate actions. Consequently, for us, the central question is whether DOT helps students appraise the discrimination that occurs in everyday situations and select appropriate responses.

One strength of DOT is that it provides carefully constructed narrative scenarios. These narratives include realistic characters and familiar settings. After viewing these scenarios, students bring to bear and discuss different interpretations that help bring to light elements hidden in the everyday situations (e.g., Schwartz, et. al., in press). Students also draw upon analogous personal experiences that further pull in real life examples. We propose that the rich and realistic content of DOT helps sensitize people to discrimination in the world they normally inhabit, not just in the classroom exercises that typically constitute instruction in interpersonal skills. Therefore, one of our primary objectives is to evaluate whether DOT helps people notice discrimination in everyday situations.

A second strength of DOT is that the narrative portrays a range of instances of both subtle and explicit discrimination. We believe this helps people reconceptualize their assumptions about what "counts" as discrimination. For example, they may learn to view unintentional behaviors as a type of discriminatory act, in addition to more obvious acts of overt hostility. It is important to help students develop an understanding of different categories of discrimination. The structure of people's categories and the attendant assumptions help determine the discriminatory acts they will notice in the world, especially when there is limited information available (e.g., Novick, Fratianne, & Cheng, 1992).

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American friend Denise who is sitting with Afro-American friends. Does one assume that Jessica is simply shy and therefore not culpable, or does one assume that Jessica has overlooked Denise's feelings, or does one assume that Jessica would have sat with Denise if she were among Caucasian friends? The structure of people's categories will in part determine the attributions they will make in a situation such as this, as well as the types of further information they will seek to resolve potential ambiguities (Cheng & Novick, 1990). Therefore, an important question, with extensions into basic psychological research on the nature of complex categories, asks what is the structure of people's categories of discrimination, does it differ by race or gender, and how does it evolve? Do people who rarely suffer discrimination, for example, switch from categorizing discrimination in terms of external criteria to terms that depend on the "eye of the offended" as a result of DOT? We believe that it is essential to understand the underlying assumptions and dimensions of people's beliefs about discrimination and how they differ by segments of the population. Pragmatically, this will provide guidance in the development of efficient and to-the-point remediation that can target specific categories and assumptions.

A third strength of DOT, in addition to the narrative scenarios, is that it includes multimedia resources that provide suggestions for how to handle discrimination. Thus, people have an opportunity to learn appropriate behaviors once they have noticed a potentially discriminatory situation. From our perspective, what is most important and novel about these resources is that they are linked to realistic examples of discrimination. Therefore, people should be more likely to recall the appropriate strategy in an everyday situation. In usual tests of knowledge, such as a multiple choice test, people are given strong cues to help them apply what they have learned. However, this does not test whether people will bring to mind the appropriate strategy in situations where knowledge retrieval cues are embedded within a complex context. A large body of psychological research has shown that people's knowledge concerning actions to take must be conditionalized on the types of situations for which the action would be appropriate. If knowledge is not linked to the conditions for the constraints on its use, it tends to remain inert and unused (Bransford, et. al, 1989). Consequently, we plan to test whether people's knowledge of appropriate responses to acts of discrimination is elicited by everyday situations. As we stated previously, we do not plan to test whether people will actually take these

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appropriate action.

AN ADDED-VALUE RESEARCH DESIGN

RESEARCH POPULATION

The proposed study will focus on high school juniors who volunteer to participate in different types of youth development programs. We have chosen to use DOT in conjunction with extant programs because DOT, as it is currently used, is usually embedded within a larger training program. Hence, at this point in time, we want to see if it provides added-value to these programs, rather than to see if it provides value in a stand alone form. We have identified three programs that will provide a population for potentially generalizing the effects of DOT when situated in different training programs. One program emphasizes interpersonal skill development with a specific focus on race relations, another program focuses on generic leadership skill development, and the third emphasizes management training for minority youth. The human relations program is most directly related to the goal of DOT -- to help students better recognize acts of racial intolerance and better understand ways to handle potential intolerance. The leadership and management training programs are less directly concerned with racial intolerance, although they do address the role that race plays in our society. Thus, although all three programs include participants who have self-selected into social training programs, we can examine whether DOT has a general impact, across programs, on students who specifically want to learn more about interpersonal relationships.

The programs that have been identified for potential use include: (a) Bridge Builders Program of the Youth Services, Inc. in Memphis, TN; (b) the Youth Advisory Group at *metaNetworks* in New York, NY; (c) the Anytown Program of the National Conference of Christians and Jews; and (d) INROADS, Inc. of Nashville, TN. We have working relationships with the staffs of all of these organizations, and at least two of them have expressed an interest in incorporating DOT into their training programs.[1] We recognize that if we find different effects of DOT in the different training programs, they may be attributable to the confound between geographical location and type of training program. New Yorkers, for example, may already have more broadly defined concepts of racial injustice than

[1]See letters of support given as Appendix A.

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year two. Therefore, in year one, as we refine our measurement tools, we will conduct two types of pilot research. At the site in Memphis, which is the locale of interpersonal training and therefore the most likely place to find large effects, we will conduct a miniature version of the full study that we describe below. At the other two sites, we will only collect paper and pencil measures, also described below, without any use of DOT. This will allow us to assess whether students at these other sites have different understandings of discrimination to begin with.

In the pilot and full studies, students will be randomly selected and assigned to either the DOT-Enhanced or No-DOT conditions from among the organization's student pool. Our random assignment will be constrained by the requirement that race and gender be equally represented across conditions. This is important because we presume that there will be different pre-conceptions and effects of DOT among different segments of the population.

IMPLEMENTATION OF THE DOT-ENHANCED AND NO-DOT CONDITIONS

All the high school juniors that participate will complete all the dependent measures, regardless of condition. These measures will be described below. Here we describe the differences between the DOT-Enhanced and No-DOT conditions. In the No-DOT conditions, the students will complete the standard training program at that location. In the DOT-Enhanced condition students will view DOT as a group with follow-up discussion facilitated by the youth training program staff. These staff will be provided training by co-principal investigator Clayton-Pedersen, one of the developers of DOT, prior to its introduction. The introduction of DOT and the discussion will be observed by members of the research team to document the continuity of presentation. It is anticipated that DOT will require a full extra day for the treatment group. However, DOT will not supplant the regular diversity curriculum for the treatment group, but rather be an addition to it.

Students in the control group will participate in the regular diversity training offered by the program only. We recognize the possibility for some diffusion effects between the treatment and control groups. We will pay particular attention to this during the pilot in year one and develop a means of minimizing it effect.

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The Diary Dependent Measure

An exciting way to collect ecologically valid data about the perception of discrimination is to ask students to keep diaries of discriminatory acts that they witness throughout the year (Csikszkentmihalyi, 1990). Students will be told to make entries into their diaries whenever they witness a discriminatory act. They will be told to describe the discrimination, to explain why they thought it was discriminatory, and to delineate possible actions they considered taking in response. To ensure continued involvement, research assistants will call participants on a regular basis to ask them whether they made any entries and to remind them to do so if they have not made entries but have witnessed discrimination. (One of the reasons we will run a pilot study is to determine the best ways to ensure use of the diary.)

This diary task is ideal for testing our claim that DOT helps students notice and differentiate acts of discrimination in the everyday world -- the "experimental stimulus" is the everyday world. Not only do the diary entries allow us to examine the frequency of students' noticing, they also allow us to determine whether students' notice qualitatively different types of discriminatory acts as instruction proceeds. Moreover, the diary provides evidence as to whether students' strategies for handling discrimination change over time. A methodological plus of the diaries is that it yields within-subject data so that we can compare each individual to him or herself over the course of the intervention.

Students will keep their diaries starting one and a half months before the regular training program in which DOT is to be embedded and continue through one month after the program. This will allow us to determine baseline "noticing", how it changes over time, and whether it lasts beyond the training, at least in the short run. We will only look at the diary data after the first two weeks when the novelty of the task has worn off and the rate of noticing is less likely to be reactive to the reporting method. We expect individuals in both DOT-Enhanced and No-DOT conditions to show increased noticing and differentiation of discriminatory acts over time. However, we expect the DOT group to show a greater and longer lasting increase in overall frequency of noticing, variety of acts noticed, and repertoire of proposed responses. One interesting possibility is that students will show an "over-sensitivity" to discrimination during the DOT training, but that this over-sensitivity will settle down over time. The extra vigilance may be a necessary precursor to incorporating new knowledge into one's everyday activity.

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THE PAPER AND PENCIL MEASURES

A second type of dependent measure will ask students to evaluate written scenarios that may or may not include discriminatory acts. As described below, the students will be asked to evaluate the scenarios in several ways. The intention of these measures are two fold. First, if they yield evidence that converges with the diary data, they may provide a simpler instrument for measuring sensitivity to discrimination. In addition to simplifying the test of different types of training, one may imagine that the measures could evolve into a useful instrument for evaluating discrimination awareness across very large samples. Second, the scenarios provide a more controlled set of stimuli for examining the structure of people's knowledge about discrimination. In particular, they assure that all students have the opportunity to notice the same types of discriminatory acts and consider appropriate behavioral responses. In the real world, different people are exposed to discriminatory acts that differ in frequency, type, and severity.

From a data base of 800 students involved in our initial DOT dissemination, we asked students to give personal examples of discriminatory incidents they had witnessed. This request evoked detailed descriptions of discriminatory incidents of a very broad range. These personal reports will form the base for developing authentic scenarios that the students in the proposed studies will evaluate. For the pilot study, we plan to pare down the number of scenarios to around 50, and from the results of the pilot, pare down the number to a more tractable size. We want the packet of scenarios to include a broad range of discriminatory acts of varying severity. The scenarios should also be perpetrated by and against people from different segments of the population. And, the scenarios should call for varying responses. We also want the packet of scenarios to include non-discriminatory acts so that students will actually have to make an evaluation whether an act is discriminatory. Finally, we want the scenarios to have a range of similarity to the events that occur in DOT so that we may determine whether students transfer their learning to both situations that are "near" and "far" with respect to the training[2]. It is impossible to select scenarios according to a full factorial scheme, because there are too many factors. The pilot work should inform us as to which of the above mentioned

[2]It is well known in the cognitive psychology literature that similarity between example and test problems is an important factor effecting transfer (e.g., Reed 1987; Ross, 1984). Moreover, the effects of similarity depend on the expertise (i.e., level of training) of the students (e.g., Novick, 1992).

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important either empirically (i.e., based on the pilot data) or theoretically (e.g., similarity to the DOT situations). Whether the final set of factors can be manipulated orthogonally depends on the number of factors and the number of levels of each factor, and therefore is unknowable at this time.

We will make our scenario selections with the input of CODA's research and organization partners who have expertise in this area. Their task will be to provide guidance but not definition. It is very important to note that we are not relying on experts to provide the definitive statement on what "counts" as discrimination as is done in many studies involving experts (e.g., in physics; Chi, Feltovich & Glaser, 1981 research on problem solving). In other words, we do not plan to scale the students' evaluations of the scenarios against the assumed objective view of the experts, or against an abstract principal such as social justice. We strongly doubt that there are criteria of discrimination that can be abstracted from the cultural milieu and perspective of the participants. Consequently, our interest resides in knowing how different participants view discrimination and whether it differs by cultural identity and whether it evolves through training. In operational terms, we hypothesize that the evaluations of the scenarios will initially show systematically variable textures according to race, gender, and perhaps SES. However, through the course of DOT training, the students will exhibit increased homogeneity in their evaluations. To wit, they will begin to see situations from the point of view of those who are discriminated against.

Students will evaluate the scenarios at the beginning of the year, shortly after the DOT or no-DOT training, and at the end of the year. This will allow us to make comparisons over time and judge the effects of training. There are two concerns with using these measures multiple times. The first is that the task may be reactive. In other words, the task of evaluating the paper and pencil materials may have lasting effects in its own right, particularly on a subsequent application of the task. The second concern is that changes to task performance may simply reflect maturation effects that confound any evaluations outside the DOT-Enhanced and No-DOT conditions. Therefore, it is important to use a control group to examine these effects. In our pilot study to be conducted at Memphis, we will employ a comparable group of high school juniors who also self-selected to be in the training program but were unable to participate because of schedule conflicts. Using this group as a control will allow us to examine reactivity and maturation. One reason that this group will not also

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are most interested in using this control group to check potential confounds in their interpretation of changes in the evaluations of the scenarios. In the pilot study, the groups in New York and Nashville will complete the paper and pencil measures to provide evidence pertinent to pre-existing differences that may confound comparisons in the full study.

Students will complete three tasks with the scenarios at each of three times: at the beginning of the study, shortly after completing DOT training, and end of the study.

The sorting task. The purpose of this task is to discover the categories of discriminatory act that students perceive. Students will sort the scenarios into piles that they consider to reflect similar types of discrimination. They will be told that they should make one pile for non-discriminatory events. They will also be told that what makes the scenarios similar with respect to discrimination is up to them. After completing the sorting task, they will be asked to label and explain the similarity of all the items in each pile.

This type of task has been used successfully in many domains to determine the categorical structure of people's knowledge (e.g., Chi, et. al., 1981; Schoenfeld & Hermann, 1982). The data from this sorting task will be used in a cluster analysis. A cluster analysis provides a way to identify groups of scenarios that the population, or a subset of the population, consider common. For example, we may find that women make separate piles for discriminatory acts against men and women, but men do not. At the same time, people may in general cluster discriminatory acts according to the type of offense (e.g., hostility, exclusion, etc.). The results of the analysis will allow us to compare differences in category structure both before and after the intervention and between population segments (see, for example, Schoenfeld & Hermann, 1982). It will also provide evidence as to the refinement and consistency of category distinctions.

A cluster analysis yields evidence of different perceived categories of discriminatory act by showing the examples that cohere within a cluster or category. One of the advantages of a cluster analysis is that it does not constrain the number of different categories that result. It is a bottom-up approach that lets the data speak for itself. This fits our interest in finding out how students construe discrimination without benchmarking it against a preconceived standard. This statistical approach also provides information about the nesting or hierarchical structure of people's categories. A

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A disadvantage of cluster analysis is that it yields membership but does not express the property that joins the members together. The explanations that we will request provide a way to express the properties of these categories verbally.

The rating task. The purpose of this task is to get a clear measure of the perceived severity of discrimination in each scenario. After completing the sorting task, the scenarios will be reshuffled and students will be asked to rate the severity of the potentially discriminatory acts described in each scenario (e.g., on a scale from 0 to 10). In the pilot study , the order of the rating and response task below will be counter-balanced within conditions to examine whether these tasks are reactive. This task will provide two forms of information. First, the pre-post comparison will determine whether students have become more sensitized to discriminatory acts of specific types. In general, we might expect student ratings of all the scenarios to increase just because they have had a long period of dwelling on the seriousness of discrimination. Our interest, however, is in knowing whether students show changes on specific items. As a rather uninteresting example, students may show the greatest change on those scenarios that are nearest or most similar to those covered in DOT. Second, the rating task may be used in conjunction with the results of the sorting task to help determine which aspects of discrimination are viewed as most severe. We may, for example, use the labels from the sorting task to identify different classes of scenarios and look at the average severity rating within a class of scenarios. Or, we can use the ratings within a factor analysis to help create a model of the dimensions that influence severity. The results from the cluster analysis will help interpret the factor dimensions. As in all three tasks, this may prove informative as a way to understand how people perceive and categorize discrimination before and after training.

The response task. After completing the previous two tasks, the students will be asked to describe and justify possible appropriate responses for each scenario. This will provide information as to whether subjects have increased their repertoire of responses and whether these responses become more finely tuned to specific scenarios. Moreover, this more open-ended form of reporting thoughts should provide a wealth of data missed by the other more targeted measures. One might imagine that if this task generates an interesting set of responses, it would be possible to use these responses as stimuli in later sorting and rating tasks used with another population. It would be very interesting to see how people organize and rate possible responses to discriminatory acts, and whether these

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organizations and ratings bear any relationship to the organizations and ratings of the scenarios themselves.

BRINGING THE TWO TYPES OF MEASURE TOGETHER

Our hope is that the categories that are brought to light in the paper-and-pencil tasks will help in the interpretation and validation of the diary method. In particular, it may be possible to evaluate the types of discriminatory acts and responses recorded in the diaries with respect to the categories that appear in the first and subsequent administrations of the sorting and rating tasks. One potential method of analysis is to code the diary entries according to two separate category schemes; one derived from the first sorting task and one from a later administration. We can then track the extinguishing of the old category scheme and the birth of the new category scheme over the course of the study. Coupled with our knowledge of what and when things have been happening in the training program, it should be possible to make precise identifications of which aspects of the program are having an influence and the time course of this influence.

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